

A Handbook of PLACEMENT ASSESSMENT RESOURCES

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Research and Utilization Institute

**NATIONAL CENTER ON EMPLOYMENT
OF THE HANDICAPPED AT
Human Resources Center
Albertson, NY 11507**



A Summary

In order to facilitate short- and long-range career planning the handbook presents 86 abstracts of assessment instruments. In addition to opening up new avenues for vocational exploration, the inventories can be used by the rehabilitation practitioner to facilitate communication and interaction with the person being tested. The practitioner can administer and score most of the vocational inventories included in the handbook. Many of the inventories can be used to stimulate discussions in the counseling process and careful observation by the practitioner can help in understanding the person's needs and thought processes.

The instruments included in the handbook are directed toward use by the practitioner as opposed to the psychologist. They have been especially selected for ease of scoring as well as administration. When administered by the practitioner, the time and cost often associated with a psychologist can be eliminated. In addition, the information obtained by the practitioner can be made more relevant and useful through direct application.

The majority of the abstracts in the handbook were obtained through large publishing houses that specialize in vocational and educational inventories for both a disabled and able-bodied population. Approximately twenty of the abstracts obtained from members of the Job Placement Division of the National Rehabilitation Association were informal instruments developed at the agency where the JPD member worked. The JPD instruments were directed toward the work evaluator, placement specialist and rehabilitation counselor.

The inventories included in the handbook tended to vary greatly in terms of their quality, readability, utility and thoroughness. Since some of the inventories provided no psychometric information, substantive research on the utility of the tests was often nonexistent. It is hoped that rehabilitation research can soon attend to these deficiencies. However, many of the tests still provide the user with good conceptual information.

With regard to administration of any of these inventories, a word of caution should be noted. Many of the tests that were abstracted were standardized on normal populations. Therefore, when using the test for a population with disabilities, special adaptations in testing procedures may need to be considered and test results may need to be interpreted differently from the manual outline.

In summary, it is hoped that the abstracts will help the practitioner as well as the researcher in gaining a broader picture of the variety and quality of vocational instruments available and in determining which tests most effectively meet the needs of the populations they are serving.

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A HANDBOOK OF
PLACEMENT ASSESSMENT
RESOURCES

AMERICAN FOUNDATION FOR THE BLIND
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*New Directions for Placement-Related Research
and Practice in the Rehabilitation Process*

A Handbook of Placement Assessment Resources

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A Project PREP Publication

Research and Utilization Institute

**national Center on Employment
of the Handicapped at
HUMAN RESOURCES CENTER
Albertson, NY 11507**



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Foreword

Human Resources Center began in 1952, when we founded Abilities Inc., a work environment intended to demonstrate the capability of disabled individuals for participation in America's competitive economy. Had someone told me then that someday I would be President of an organization that included an internationally renowned demonstration work center, a school which provides educational, vocational, social and recreational opportunities for severely disabled youngsters and attracts thousands of visitors every year, a Center whose programs encompasses job training and placement, academic and vocational education, independent living, research and information dissemination and a national Center on Employment of the Handicapped, I would have asked him to step aside and let me continue with the business of the day while he dreamed for me.

Now, 28 years later, we have assembled under the auspices of Project PREP the finest staff of researchers in vocational rehabilitation and career education in the world. We are charged with a great responsibility — to reach out to communities across this nation and share with them the knowledge we have amassed that helps prepare disabled individuals to become independent and productive citizens.

During my tenure as Chairman of the White House Conference on Handicapped Individuals, I had the opportunity to travel all over the United States meeting with disabled people, members of their families, and other interested parties. I found that more than three million disabled individuals in the United States ask little more than the opportunity to receive an education, secure a job, and become taxpaying, contributing citizens of this great nation.

It is our destiny at Human Resources Center to unite several great forces in our nation's economy — industry, organized labor, education, and rehabilitation — in a monumental effort to provide opportunities for handicapped Americans to achieve their fullest potential as human beings.

HENRY VISCARDI, JR.
President

Preface

Since 1952, Human Resources Center has created methods to integrate the nation's disabled into the mainstream of American life. This effort has centered particularly on the problems of job preparation and placement.

In 1976, a major five-year program was launched to examine issues related to the career development of the severely physically disabled, especially during the transition years from school to work. This program, known as Programmatic Research on Employment Preparation (Project PREP), examines the roles of the education, rehabilitation, and employment communities as they interact to create an environment most conducive for career fulfillment for the disabled. The results of this research are providing the foundation for a national Center on Employment of the Handicapped to be established at Human Resources Center.

The Project is involved in developing and testing a career-development model for those with severe physical disabilities. This model is being formed on the basis of information from three major research components — Career Education, Vocational Rehabilitation, and Employment. Each of these areas is being studied to determine (a) contributions from each sector that promote, or have the potential to promote, career development; (b) gaps in knowledge in relation to career needs of students, clients, and other individuals with severe physical disabilities; and (c) methods to utilize the contributions found in item (a) and other techniques, in order to fill the gaps discovered in item (b).

This search enlists the help of experts throughout the nation from education, rehabilitation, industry-labor, other related fields and, primarily, the disabled themselves to find solutions to these important problems. Findings will be disseminated nationally through publications, conferences, multimedia materials, and training and technical-assistance programs. Target audiences include researchers, disabled individuals and their families, educators, rehabilitation practitioners, employers, labor-union personnel, government officials, and other interested individuals.

Human Resources Center provides an ideal setting for this project. The school and rehabilitation services provide laboratories for gathering information and for testing out ideas to understand the "supply" side of the labor market equation. The Center also sponsors the Industry-Labor Council whose hundreds of corporate and union members comprise a significant portion of the "demand" side.

Specific foci of each research area are as follows:

Career Education. Career Education provides the opportunity for students who are disabled to increase their awareness and knowledge of the world of work. Special needs of students with severe physical disabilities are addressed through curricula developed for career awareness, orientation, exploration, independence, and improved self-concept. These curricula are being tested and their impact evaluated through student, teacher, and parent feedback. Finally, research will be undertaken to explore mainstreaming needs and to develop strategies for more effective mainstreaming of students with severe physical disabilities.

Vocational Rehabilitation. This research area explores the problems involved in the preparation of clients for meaningful career opportunities. This research is concerned with job readiness, placement, and career development. While emphasizing the placement aspects of vocational rehabilitation programming (e.g., job-analysis, job-development and job-search skills), the importance of adequate evaluation and training programming is also covered to establish the parameters for adequate preparation.

The research incorporates the viewpoint and knowledge of disabled individuals and their families, employers, rehabilitation professionals, and other manpower specialists on problems of entering, maintaining, and advancing in employment.

Employment. The final core area is aimed at discovering the problems of industry-labor and employees in the provision of career opportunities for individuals with severe physical disabilities. This research attempts to discover major adjustment problems of disabled workers so that deficits can be addressed via alterations in the career education, vocational rehabilitation, and/or employment systems. This research attempts also to identify strategies used in industry that may be relevant for inclusion into career education and/or vocational rehabilitation programming.

Studies will concern the career patterns of disabled workers as well as the organizational patterns of employers with respect to provision of career opportunities. Research also will identify the extent to which job-modification techniques have been adapted and found useful by employers and unions.

The above areas are seen as aspects of the overall development of an individual from school through work as he/she prepares for, realizes, and enhances a career. Project PREP seeks to identify and explicate this process and its components. An important aspect of this work will be a description of how education, rehabilitation, and industry-labor can interrelate to provide a smooth path for individuals with severe physical disabilities to achieve maximum independence and fulfill their productive potential.

JACK VICTOR, Ph.D.

Director of Research and Research Utilization

Acknowledgments

We wish to acknowledge the encouragement and support received from Project PREP staff at Human Resources Center. In particular, we thank Frank Gentile, Roberta Housman, John Palmer, and David Molinaro for their administrative support and guidance. We thank Dr. Stephanie Kaley for her role as consultant and assistant in abstracting the instruments.

Special gratitude is extended to Pamela Byrnes Avellani for her time and effort in gathering instruments together that were eventually included in the handbook. Our appreciation and gratitude are also extended to Regina Zedalis, Barbara Standish, and Pat Hanley, and to our support staff of Jane Berger and Sue Hamberg for their patience and expertise.

Introduction

The goal of rehabilitation is to help disabled persons lead productive and satisfying lives. To achieve this, the rehabilitation counselor, work evaluator, or teacher must work with clients to come up with a suitable rehabilitation plan. The desired results are a satisfying occupation and rewarding career. More important, through successful employment, disabled people can meet financial needs and responsibilities, and attain a sense of dignity and self-worth.

To ease short- and long-range career planning within the rehabilitation process, this compendium presents 86 abstracts of assessment instruments. Each abstract provides information regarding an instrument's purposes, uses, and results.

In short, this compendium will help rehabilitation practitioners including counselors, evaluators, teachers, and placement specialists to benefit two categories of persons. One is youths with disabilities who have little or no vocational or work experience. The second is adults who, as a result of their disabilities, have not developed suitable careers.

The instruments can be used to explore interest in skilled trades as well as semiprofessional areas. Instruments are also useful for persons with a low level of intelligence or reading ability.

For youth with disabilities, the inventories can be used to gain an understanding of a person's knowledge regarding the business world as well as one's vocational maturity. If constructive attitudes toward work and careers are not present, specific vocational choices cannot be made. Attention must be directed to assisting the person in better understanding him/herself before making a career decision. The vocational inventories also can assist the elderly person who can no longer pursue a former occupation because of disease or physical disabilities. In such cases, the inventories can provide alternative careers.

The inventories can also be used to ease communication and interaction with the person being tested. The practitioner can administer and score most of the inventories included. Many of them can be used to stimulate discussions in the counseling process. Careful observation by the practitioner can help in understanding the person's needs. Often, persons who seem uninterested may be considered unmotivated. In reality, they simply have no idea of the options available. Exploring career opportunities through the inventories may increase client involvement and motivation.

The instruments included are for use by the practitioner as opposed to the psychologist. They have been selected for ease of scoring as well as administration. When they are administered by the practitioner, the time and cost of a psychologist can be eliminated. In addition, the information obtained can be made relevant and useful through direct application.

Process Used to Obtain and Select Abstracts

The majority of the assessment abstracts were obtained through large publishing houses specializing in vocational and educational inventories for both the disabled and the able-bodied. Selection of instruments to be abstracted depended on whether the inventory was widely used in the field or was recommended by an agency. Approximately twenty of the abstracts were obtained from members of the Job Placement Division (JPD) of the National Rehabilitation Association. These informal instruments were developed at the agency where the JPD member worked. They are directed toward the work evaluator, placement specialist, and rehabilitation counselor.

All of the inventories include a manual and, when necessary, an answer key, along with the test. (Specimen sets were obtained for each inventory that was abstracted.) The tests obtained from JPD members did not include manuals and keys. Rather, they were usually accompanied by brief directions for administering.

The inventories vary in terms of quality, readability, usefulness, and thoroughness. Some of the tests provided no psychometric information; research on the usefulness of the tests was often nonexistent. It is hoped that rehabilitation research can soon attend to these deficiencies. However, many of the tests still provide the user with accurate information. Selection of instruments to be abstracted depended on whether the inventory was widely used in the field or was recommended by an agency.

With regard to the administration of the inventories, a word of caution is necessary. Many of the tests are based on able-bodied populations. Therefore, when using the test for disabled populations, special testing procedures may be needed. Also, test results may need to be interpreted differently from the manual outline. Expected test outcomes and psychometric information also often apply only to the able-bodied population sampled.

Organization

In order to understand rehabilitation's importance to long-range career development, it is best to view it within a proposed model of the rehabilitation process. The process includes the three phases of productivity enrichment (directed toward identifying, planning, and implementing strategies which will increase a person's ability to compete in the labor market), productivity realization (directed toward realizing the returns to the client for enrichment activities through obtaining a job which is commensurate with abilities and which offer opportunities for career advancement), and career enhancement (the final phase of the case management system directed toward assessing

the satisfaction of both the client and employer — identification of the need for further services and the opportunities for career advancement are evaluated during this phase).¹ These phases overlap to some extent, and the activities associated with each are not necessarily sequential. The phases may actually never end during a person's lifetime and are highly interdependent. The inventories cannot be easily categorized. However, an attempt has been made to organize them according to the following phases and subcategories:

- I. *Productivity Enrichment*
 - A. Information Development Assessments
 - B. Strategy Development Assessments
 - C. Strategy Implementation Assessments
- II. *Productivity Realization*
 - A. Factors Affecting the Job Search
 - B. Labor Market Information
 - C. Development of Jobs
- III. *Career Enhancement*
 - A. Client-Oriented Assessments
 - B. Employer-Oriented Assessments

Most of the inventories fall into the Productivity Enrichment phase with particular emphasis on the Information Development subcategory. This indicates that many of the vocational inventories utilized today focus on the initial phases of rehabilitation and the early stages of career development. They place little emphasis on the means to implement career decisions or on follow-up activities.

In addition to the major subcategories outlined above, the compendium also utilizes the following smaller subcategories located within two cross-reference indexes, the *User's Guide* and the *Case Management Index*.

Many of the instruments within the *User's Guide* have been placed in several subcategories simultaneously. Subdividing the inventories in this manner provides the user with a clear focus on instruments most suitable to the person's demands and instrument requirements.

The *Case Management Index* helps a person select those instruments which are most appropriate for use during various stages in the rehabilitation process. The index also helps to point out those areas where the greatest number of instruments have already been developed and where gaps are present.

The abstracts use the following subcategories: Reference, Purpose, Description of Materials, Administration, Costs, Psychometrics, and Suggested Uses. *Reference* includes the author(s) of the tests, the test title, the publisher, and the date. *Purpose* states what the instrument measures. If the test does not fully describe the purpose of the instrument, the user should consider using the instrument carefully. *Description of Materials* includes a general description of the test components, such as the test booklet, manual, answer key, and subscales. *Administration* covers the time it would take to

¹Vandergoot, D., Jacobsen, R.J., and Worrall, J.D. *New Direction for Placement-Related Research and Practice in the Rehabilitation Process* (Albertson, N.Y.: Human Resources Center, 1978).

administer the test, who should administer it, and any special adaptations for administering the test to persons with disabilities. *Costs*, when possible, indicates the cost of such items as test booklets, manuals, answer keys, and specimen sets which a potential user can review. It also indicates which JPD instruments can be obtained directly from the author or publisher. *Psychometrics* discusses the coefficients of reliability and/or validity, when data are available. Most of the instruments offer adequate test-retest type reliability. Validity is related to the stated purpose of the instrument; the author or publisher presents evidence that the instrument accomplishes what it sets out to do. Therefore, if an instrument is designed to measure work attitudes, the author attempts to show that the measure is statistically related to other measures and behaviors that are related to work attitudes. This is called construct validity. In addition, evidence of criterion-related validity, either concurrent or predictive, is also presented for instruments used to make decisions about future vocational options. Tests that do not include psychometric information are included if the test provides a good framework for the practitioner and if the test has been recommended by a particular person or agency. *Suggested Uses* describes the ways the information obtained can be utilized. It is potentially the most important part of the abstract; it details how the user can be creative with the instrument and adapt it to his/her special needs.

In summary, the following assessment abstracts will help the practitioner, as well as the researcher, gain a broader picture of the variety and quality of vocational instruments available. The abstracts should help gauge what the tests purport to measure, their strengths as well as weaknesses, and which tests most effectively meet the needs of the populations served.

User's Guide

The following subcategories have been designed so that the purposes and characteristics of the instruments might be identified by the user.

I. *Age Levels*

0—12. Pages: 14, 29, 33, 34, 45, 47, 62, 69, 70

13—18. Pages: 5, 7, 9, 10, 12, 15, 16, 20, 23, 25, 26, 28, 29, 31, 33, 34, 35, 39, 43, 45, 46, 49, 50, 54, 55, 58, 60, 63, 65, 67, 69, 70, 71, 72, 74, 75, 88

18 and over. Pages: 10, 11, 15, 16, 17, 22, 25, 26, 28, 29, 30, 31, 33, 35, 39, 41, 43, 45, 46, 48, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 63, 65, 66, 67, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 80, 81, 82, 83, 84, 85, 91, 92, 93, 94, 95, 96, 101, 103, 104

II. *Target Populations Served*

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Persons with Emotional Disabilities. Pages: 10, 11, 12, 16, 19, 20, 22, 23, 29, 30, 31, 35, 37, 38, 41, 43, 45, 46, 48, 49, 50, 53, 55, 56, 57, 59, 60, 61, 62, 66, 69, 70, 72, 73, 74, 76, 77, 78, 80, 81, 82, 83, 85, 88, 91, 92, 93, 94, 95, 96, 101, 103, 104

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Able-Bodied Adults. Pages: 7, 9, 10, 12, 15, 16, 17, 30, 31, 33, 35, 37, 39, 41, 43, 45, 55, 57, 59, 60, 61, 63, 67, 69, 71, 72, 73, 77, 84, 85, 91, 92, 94, 95, 101, 103

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Social/Psychological/Personality. Pages: 12, 14, 16, 29, 30, 31, 33, 37, 39, 41, 43, 46, 47, 48, 52, 53, 55, 56, 60, 62, 66, 67, 71, 74, 78, 85, 94, 95

IV. *Potential Administrators of Instruments*

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Personnel Offices. Pages: 10, 11, 17, 23, 30, 31, 37, 41, 45, 57, 69, 75, 77, 91, 92, 94, 95, 96, 103

Case Management Index

The index will help a person select those instruments which will best meet case management needs and to show the career development areas where gaps in instrument development exist.

I. *PRODUCTIVITY ENRICHMENT*

A. *INFORMATION DEVELOPMENT ASSESSMENTS*

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 - a. awareness of career options, job clusters. Pages: 14, 15, 28, 31, 38, 50, 55
 - b. awareness of requirements for jobs. Pages: 30, 31
 - c. work behavior (punctuality, attendance, socializing, etc.). Pages: 46, 48, 53
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 - c. social/psychological—work/personal adjustment. Pages: 74, 78
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 - c. medical.
 - d. architectural modifications.
 - e. support—medical, family, etc.
 4. Assessment of client's progress in meeting objectives of service plan. Pages: 80, 81, 82, 83
 5. Assessment of flexibility in changing plans.
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 2. Assessment of client's work adjustment skills.
 3. Identification of expected benefits to client for participating in the labor market.
 - a. financial.
 - b. social.
 - c. psychological.
 4. Planning job-search strategies.
 - a. identifying information resources in community.
 - b. identifying counselor's role in job search — factors affecting motivation (rewards/disincentives; personality).
 - c. identification of sequences in job search.
 5. Assessment of job-search skills.
 - a. application.
 - b. interview.
 - c. resume.
 - d. cover letter/letter of introduction.
 6. Developing strategy for increasing job-search skills.

B. *LABOR MARKET INFORMATION*

1. Knowledge of labor market information sources.
 - a. community.
 - b. government.
 - c. informal networks.
 - d. employer/business community.
2. Identification of specific job goal.
 - a. skills.
 - b. interests.
 - 1) personal.
 - 2) vocational.
 - c. needs/returns.
 - 1) financial.
 - 2) personal.
 - 3) modifications.
3. Identification of appropriate labor markets.
 - a. job clusters.
 - b. geographic location.
 - c. financial returns.
 - d. ability to accommodate architectural modifications.
 - e. mobility.
4. Identification of employer recruitment strategies.
 - a. employer sources of labor force information.
 - b. screening mechanisms.
 - 1) applications.
 - 2) interview.
 - c. attitudes toward persons with disabilities.
5. Development of specific job-search strategies.
 - a. client activities. Page: 93
 - b. counselor activities.

C. *DEVELOPMENT OF JOBS*

1. Assessment of employer's needs/concerns.
 - a. re: Affirmative Action legislation.
 - b. negative stereotypes (attendance, insurance costs, etc.).
 - c. technical assistance.
 - 1) architectural modifications.
 - 2) general awareness/information on hiring persons with disabilities.
2. Use of community resources.
 - a. advisory councils.
 - b. government (public) agencies (DOL, VR, etc.).
 - c. private agencies.
3. Using job-search media.
 - a. want ads.
 - b. direct application.

- c. telephone canvassing.
- d. informal networks.
 - 1) friends/relatives.
 - 2) employer networks.
- e. community resources. Page: 96
- 4. Work environment analysis.
 - a. job site: architectural modification.
 - b. job analysis. Page: 95
 - c. career enhancement opportunities.
 - d. need fulfillment.
 - 1) financial.
 - 2) social/psychological. Page: 94
 - 3) transportation requirements, mobility, etc.

III. CAREER ENHANCEMENT

A. CLIENT-ORIENTED ASSESSMENTS

- 1. Adjustment.
 - a. work.
 - b. personal/social.
- 2. Identification of further service needs.
 - a. adjustment.
 - b. modifications.
 - c. support services.
 - d. counseling.
 - e. training/education for career enhancement.
- 3. Need fulfillment.
 - a. financial.
 - b. social/psychological. Page: 101
 - c. career goal. Page: 101
- 4. Weaning from services.
 - a. identification of other supports.
 - b. career development knowledge.

B. EMPLOYER-ORIENTED ASSESSMENTS

- 1. Satisfaction with client.
 - a. work productivity. Pages: 103, 104
 - b. work behaviors/attitudes. Page: 104
- 2. Identification of areas for assistance.
 - a. technical modifications.
 - b. Affirmative Action.
 - c. further involvement in employment of persons with disabilities.
- 3. Satisfaction with rehabilitation professional/rehabilitation agency services.
 - a. technical assistance.
 - b. provision of labor supply.
 - c. awareness of employer needs.
 - d. maintenance of employer contacts. Page: 104

A HANDBOOK OF
PLACEMENT ASSESSMENT
RESOURCES

PRODUCTIVITY ENRICHMENT

Information Development Assessments

REFERENCE: Becker, R.L. *The AAMD-Becker Reading-Free Vocational Interest Inventory*. American Association on Mental Deficiency, 1975.

PURPOSE: The R-FVII is a nonreading vocational preference test for use with mentally retarded persons. It is particularly useful with the educable mentally retarded at the high school level.

DESCRIPTION OF MATERIALS: The R-FVII provides information on the vocational interests of the mentally retarded in terms of occupations at the unskilled and semi-skilled levels. Scores are provided in the following male and female interest areas:

<i>Male Interest Areas</i>	<i>Female Interest Areas</i>
Automotive	Laundry Services
Building Trades	Light Industrial
Clerical	Clerical
Animal Care	Personal Service
Food Service	Food Service
Patient Care	Patient Care
Horticulture	Horticulture
Janitorial	Housekeeping
Personal Service	
Laundry Service	
Materials Handling	

Scores in each interest area are derived from pictures presented in 55 male triads and 40 female triads in separate inventory booklets. In each triad the examinee selects the one activity in which he or she is most interested. All items represent the kind and type of job tasks in which mentally retarded persons are productive. A total of 165 male illustrations and 120 female illustrations are included.

ADMINISTRATION: The inventory may be administered and hand scored by a trained clerical assistant. However, decisions regarding vocational planning, training, and placement should be made by vocational counselors, work-study teachers or coordinators, and psychologists. The inventory can be group or individually administered. It includes an individual profile sheet for the interpretation of results.

Its 45-minute time limit includes the distribution of test booklets, the reading of instructions, the selections by examinees, and the collection of test materials. The average time for a male to complete the inventory is twenty minutes or less. A female averages less time because there are fewer triads to complete.

COSTS:

Manual	\$ 6.00
100 Test Booklets (female)	\$50.00
100 Test Booklets (male)	\$50.00

PSYCHOMETRICS: Reliabilities are reported for six separate groups. They are: 143 males and 90 females enrolled in grades nine through twelve in public day schools; 50 males and 45 females in state residential institutions; and 193 males and 135 females as combined groups from both types of educational centers.

Test-retest reliabilities show that correlations were mainly in the .70s and .80s and at levels of significance in all groups. Generally, higher correlation coefficients were obtained for the institutional subsamples. This indicates greater reliability of the scores for the older, more experienced groups of males and females.

The internal consistency of the scales was estimated by employing the Kuder-Richardson formula 20 to initial test scores made by subsamples in the standardization study. Internal-consistency reliabilities ranged from .68 to .92 with a median of .82 for males in public schools (N=143) and institutions (N=50). Composite male reliabilities ranged from .68 to .93 with a median of .82. The Kuder-Richardson reliabilities for the subsample of public school females (N=90) ranged from .69 to .96 with a median of .815. For institution females (N=45) reliabilities ranged from .67 to .94 with a median of .785. Composite female reliabilities ranged from .70 to .96 with a median of .805. The size of the internal-consistency coefficients from subgroups in the standardization sample suggests content reliability of the inventory was achieved.

Concurrent validity shows the extent to which R-FVII scores compare with scores on other vocational preference inventories. The Geist Picture Interest Inventory (GPPI) was selected since it has male and female forms and may be administered as a group test. Correlations are presented for selected scales of the GPPI and R-FVII for samples of educable mentally retarded females in public day schools and state institutions. Inspection of 30 coefficients shows three pairs of relationships not statistically significant in either sample. The balance of the correlations shows that for at least one sample a relationship at the .05 or .01 levels of confidence and beyond exists. Differences in the coefficients suggest real group differences between the two samples. The areas in question are educational and vocational background, training and work experience, and the perception of a wide range of pictures having occupa-

tional significance. Most coefficients are in the .30s and .40s and reach levels of statistical significance.

SUGGESTED USES: The inventory identifies areas and patterns of interest which aid counselors in vocational planning, training, or job placement. The inventory is particularly useful for people with limited reading ability.

* * *

REFERENCE: *ACT Career Planning Program*. The American College Testing Program, 1977.

PURPOSE: The CPP is guidance-oriented. It helps students identify and explore occupations and educational programs of interest to them.

DESCRIPTION OF MATERIALS: The CPP collects information relevant to the student's career and to the institution's career planning. It helps students identify their own abilities, interests, and experiences, and relate them directly to the business world and to educational programs. Students are encouraged to take an active role in their own career planning and decision making. The CPP also provides summary information which institutions may use for program development, planning and evaluation.

The CPP student report provides guidelines for interpretation and eight steps to help students use their CPP results in seeking a career. Career clusters are used as one of the organizing themes on the student report. For each career cluster, related work experiences, interests, and abilities are listed to help students consider their own strengths and weaknesses.

The CPP student's booklet relates the basic concepts of career development, career planning, and decision making to information provided on the student report. The booklet also offers concrete suggestions for job-seeking activities. Job family charts in planning list more than 600 occupations according to job family and preparation required. School courses related to each job family are also listed in the charts. Students can use the charts to find occupations related to their personal interests.

ADMINISTRATION: Group-oriented administration and interpretation procedures enable counselors to provide a strong basic career development experience for all students. Group administration also helps counselors use more of their time for follow-up activities with individual students. The CPP is flexible in both administration and scoring. The three-sessions model is especially appropriate for schools with class periods of 50 to 55 minutes.

The CPP should be administered and interpreted only by professional educators such as counselors, teachers, or school principals. CPP users should be familiar with the *Counselor's Manual* and with the *Supervisor's Manual of Instructions*. Detailed technical information about CPP is available in the *Handbook for the ACT Career Planning Program*.

There are three CPP scoring and reporting options, two of which are especially appropriate for post-secondary institutions requiring immediate reporting of ability scores.

COSTS: Nonreusable test booklet, machine scorable answer folder, three copies of the student report, planning booklet and instruction manuals: \$3.75, with self-scoring answer folder for ability measures: \$4.00.

Nonreusable test booklet and self-scoring answer folder for ability measures only: \$2.00

Supervisor's Manual of Instructions: no charge

Counselor's Manual: \$1.00

Handbook for the ACT Career Planning Program: \$3.00

Specimen set, including sample copies of the test booklet, machine and self-scoring answer folder, student report, planning booklets, *Counselor's Manual*, *Supervisor's Manual of Instructions*, and *Handbook for the ACT Career Planning Program*: \$4.00

PSYCHOMETRICS: The reliability estimates calculated for the six ability measures were based on the Kuder-Richardson formula 20. Test-retest correlations were obtained over a two-week interval.

The internal-consistency reliability estimates range from .77 to .91 with a median of .83. In each of the studies, the ability measures were readministered after two weeks; a small increase in mean scores was found for all of the ability measures. The median test-retest correlations ranged from .73 for Space Relations to .87 for Numerical Skills.

Generally, the ability measures correlate with grades in programs having related content. For example, the quantitative predictors (Math Usage and Numerical Computation) are relatively better predictors of grades in science and technical fields; Mechanical Reasoning is better in trade fields; and Reading Skills are related to grades in most fields. Numerical Computation, Mathematics Usage, and Reading Skills are most frequently the best predictors of academic success. Clerical Skills, Mechanical Reasoning, and Space Relations are effective predictors in programs appropriate to the specific skills assessed.

SUGGESTED USES: When used in conjunction with other career guidance experiences and services, the CPP can help students develop self-awareness, career awareness, and the ability to relate self to career opportunities.

Group sessions that explain and integrate information from the CPP student report can be used to stimulate self and career exploration. The CPP can also be used in individual sessions to help the student assess personal strengths and weaknesses and career options.

The CPP and support materials can be used as the foundation for a comprehensive and meaningful career development program in postsecondary institution and high schools.

REFERENCE: *The Adult Performance Level Program*. The American College Testing Program, 1976.

PURPOSE: The APL measures the proficiency of adults in skills necessary for minimal levels of education and economic success. The APL does not focus purely on academic knowledge. It focuses on functional skills relevant to everyday living.

DESCRIPTION OF MATERIALS: The program consists of five general content areas considered critical to the daily life of successful adults: Community Resources, Occupational Knowledge, Consumer Economics, Health, and Government and Law. At the same time, the program focuses on five skills: identification of facts and terms; reading, writing, computation, and problem solving.

The APL is a 40-item instrument measuring achievement in relation to objectives sampled from each of the five content areas. Each skill is tested within each content area. The reading level of the survey items is between fifth and sixth grade as measured by the Dale-Chall readability analysis.

Users of the APL require survey booklets, answer sheets, and an *Administrator's Manual*. Hand-scorable and machine-scorable answer sheets are available. There is also a *High School Adult Performance Level Program*.

ADMINISTRATION: The APL should be administered by one examiner for approximately every fifteen to twenty examinees. The survey can also be administered on an individual basis. Each examinee should have an answer sheet, a survey booklet, and scratch paper. The survey is untimed; it is suggested that one hour and fifteen minutes be scheduled. Enough time should be allotted so that each item could be attempted.

COSTS:

25	Adult APL (reusable) Survey Books	\$31.25
25	Hand-Scorable Answer Sheets	\$ 6.75
25	Machine-Scorable Answer Sheets	\$ 2.75
1	User's Guide	\$ 1.50

PSYCHOMETRICS: The Kuder-Richardson formula 20 and the Split-half reliability coefficients were used to assess the reliability of all of the subjects and of the total survey. The Kuder-Richardson reliability coefficient for the total survey was .87 and the Split-half reliability coefficient was the same. The reliability coefficients for the subtests using the Kuder-Richardson method ranged from .52 to .65. The reliability coefficients using the Split-half method ranged from .53 to .64.

Content validity was initially established by relating items to the objectives of each content area and to skills within the domain of functional competency. In addition, intercorrelations among content subtests and among skills are moderately high, indicating significant relationships among the elements of the domain of functional competency.

SUGGESTED USES: The APL can be used to assess areas in which individuals are proficient and areas in which they require further instruction. In addition, the APL program can be used to develop curriculum.

* * *

REFERENCE: Roeder, W.S. *Aptitude Tests for Occupations*. Bobbs-Merrill Company, Inc. 1977.

PURPOSE: The *Aptitude Tests for Occupations* aid in the vocational counseling of high school students, college students, and adults.

DESCRIPTION OF MATERIALS: The *Aptitude Tests for Occupations* is a battery of six tests. Any one test or any combination of tests can be administered. However, it is advisable to give the entire battery to utilize the information provided by the total profile for guidance.

Each test, published separately, is described below:

Personal-Social Aptitude – Test 1

The test consists of 45 personal-social situations or problems the individual is apt to meet in occupations which are in the personal and social field.

Mechanical Aptitude – Test 2

The test consists of 60 kinds of mechanical problems. It includes items on motor-driven shafts and pulleys, patterns, three-dimensional space problems, designs, and recognition and uses of tools.

General Sales Aptitude – Test 3

The test consists of 45 sales situations or problems which a salesman is apt to meet.

Clerical-Routine Aptitude – Test 4

The test consists of 60 items for measuring clerical-routine aptitude. Four types of items are arranged in increasing difficulty. The types include name-checking, number-checking, alphabetizing, and spelling.

Computational Aptitude – Test 5

The test consists of 45 computational problems of two types. Both types must be solved mentally. There are 30 problems of the first type and 15 of the second.

Computation with a pencil and paper is not permitted. The problems are sufficiently difficult and the time is limited. Those who violate this direction obtain lower scores.

Scientific Aptitude – Test 6

The test consists of 45 items designed to measure several types of reasoning aptitude. It is organized in four sections.

In Section 1 the examinee is asked to select one of four items which is different from the others. Section 2 requires drawing conclusions from data. Section 3 measures aptitude for quantitative thinking and involves lines and angles of plane and three-dimensional surfaces. Section 4 is a somewhat more difficult version of Section 2.

ADMINISTRATION: Any one test or combination of tests may be administered at one sitting. They may be given individually or in a group. All examinees of any one

group must take the same test at the same time. All six tests should be administered within a one-week time span.

The tests are so designed that the same test booklet is used regardless of whether answers are to be marked on test booklets or on machine-scoring answer sheets.

With only two exceptions, the time limits for the tests have been set to reveal power rather than speed. Only two tests, Clerical-Routine Aptitude and Computational Aptitude, are timed to emphasize speed as well as power.

COSTS:

Specimen Set, including one copy of all six tests, and manual	\$12.00
35 Test 1, plus manual	\$10.45
35 Test 2, plus manual	\$10.45
35 Test 3, plus manual	\$ 8.80
35 Test 4, plus manual	\$ 7.70
35 Test 5, plus manual	\$ 7.70
35 Test 6, plus manual	\$ 8.80
35 Career Profile Sheets	\$ 3.95
35 IBM 805 Answer Sheets	\$ 3.85
1 Set Hand-Scoring Stencils	\$ 2.65

PSYCHOMETRICS: The coefficients of reliability, numbers of cases, mean scores, standard deviations, and standard errors of measurement for the tests are given in terms of sexes and school grades. The Clerical-Routine Test, a speed test, used the test-retest method with 100 cases at each grade level to compute the reliability coefficients. The remaining five tests computed the reliability coefficients with the Kuder-Richardson formula 20. All coefficients have been corrected for range. Since the Kuder-Richardson formula 20 estimates the lower limit of the actual reliability coefficients, the coefficients given are conservative.

SUGGESTED USES: The tests analyze and determine an individual's aptitude and potential to do well in a chosen field. Therefore, guidance counselors, teachers, and principals, will find these tests useful instruments in vocational and educational guidance.

The tests also reveal the individual's strength and weaknesses. Therefore, test data can be used to aid in the selection of subjects and courses of study for students in high school and colleges. These tests can be valuable instruments for college guidance counselors in orienting first-year students as well as other students whose vocational preferences may not be readily ascertainable.

* * *

REFERENCE: Bennett, G.K. *Bennett Mechanical Comprehensive Test*. The Psychological Corporation, 1969.

PURPOSE: The test measures the ability to perceive and understand the relationship of physical forces and mechanical elements. This type of aptitude is important for a wide variety of jobs and for engineering training, as well as for trade school courses.

DESCRIPTION OF MATERIALS: The test consists of Forms S and T. Each form consists of 68 items. Each item includes a picture exhibiting one or more objects, physical situations, or mechanical relationships about which a question is asked. The principles underlying these questions included leverage, force and motion, light, heat, and sound. The examples used are ones arising out of people's common experiences rather than from technical training.

Forms S and T are characterized by four features representing desirable changes from the earlier test forms: two "parallel forms" with respect to both content categories and to statistical properties of the test are now available; the number of items has increased from 60 to 68; the score is the number right rather than right minus one-half wrongs; and a time limit rather than unlimited time is now indicated.

Forms S and T are suitable for male and female applicants for industrial and mechanical jobs, and for high school students, for people already employed in mechanical jobs, for candidates for engineering schools, and for other adult groups of comparable ability and education.

ADMINISTRATION: Each form is printed in a reusable booklet. The answers are marked on a separate answer sheet. The same answer sheet may be used for either form of the test. Forms S and T are timed tests, with a 30-minute limit. The score is based on the number of right answers (with no penalty for incorrect responses). Both tests are hand scored, using the special scoring keys.

COSTS:

25 S Forms	\$7.90
25 T Forms	\$7.90
50 Answer Sheets	\$4.00
Key for Scoring S Form	\$.85
Key for Scoring T Form	\$.85
Manual	\$1.00

PSYCHOMETRICS: Reliability is described in terms of internal consistency estimated by means of odd-even coefficients and the Spearman-Brown formula. While the internal consistency coefficients vary from .81 to .93, the standard error of measurement tends to be approximately 3.5 points.

SUGGESTED USES: The tests may be most useful when used with clerical aptitude and manual dexterity tests to predict current performance in selected mechanically oriented occupations.

* * *

REFERENCE: Johansson, C.B. *Career Assessment Inventory*. National Computer Systems, Inc., 1976.

PURPOSE: The CAI covers the vocational spectrum of occupations requiring less than a four-year college degree.

DESCRIPTION OF MATERIALS: The majority of items developed for the CAI were based upon job descriptions of various occupations and related activities detailed in the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook*.

The following theme scales were developed for the CAI to conceptualize the business world: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Each of the six types involves a number of personal attributes and characteristics that predispose a person to enter a field congruent with his/her abilities.

ADMINISTRATION: The CAI is easy to administer individually or in a group. The CAI answer sheet and test items are printed together. Therefore, it avoids situations where an individual reads one item from the test booklet and inadvertently marks the answer for the next item on the separate answer sheet.

When testing very young students, low-functioning individuals, or individuals not familiar with psychological inventories, the administrator may wish to read the directions aloud with the individuals. It is important that they understand that there are five possible response alternatives to each item and that they are expected to respond to all 305 items.

Generally, the CAI can be completed in about 30 minutes by most adults. High school students take slightly longer.

COSTS:

50 Test Forms, including Response Section	\$ 8.50
500 Test Forms, including Response Section	\$77.50
Basic Manual	\$ 6.00
Supplementary Manual	\$ 3.00
1-24 Profile Reports	\$ 2.00/each
25-99 Profile Reports	\$ 1.80/each
100-999 Profile Reports	\$ 1.60/each
1-9 Interpretive Reports (computer printout in narrative form)	\$ 6.00/each
10-24 Interpretive Reports	\$ 5.00/each
25-99 Interpretive Reports	\$ 3.50/each
100-999 Interpretive Reports	\$ 2.75/each
Sampler	Free
	(\$1.00 for postage)

PSYCHOMETRICS: Three groups of individuals were used to determine the test-retest reliability of the various scales of the CAI. One group was a miscellaneous sample of employed adults (49 females, 40 males). The group was administered both the CAI and the *Vocational Preference Inventory* (VPI). Then the CAI was readministered one week later. The test data were used to determine the correlation between the CAI and VPI, and the retest administration was used for a one-week test-retest sample for the CAI (45 females and 32 males completed the test and retest administration of the CAI). A second miscellaneous sample of employed adults (40 females, 38 males) was administered both the CAI and the *Strong-Campbell Interest Inventory* (SCII). The CAI was readministered two weeks later. The test data was used to determine the

correlation between the CAI and SCII, and the retest administration was used for a two-week test-retest sample for the CAI (37 females and 31 males completed both administrations of the CAI). A third sample of 200 students (100 females, 100 males) from the original testing was asked to retake the CAI 30 days later. The response was small, and females were combined into a single-day test-retest sample (16 females and 9 males completed the CAI twice).

The test-retest data presented for adult and student samples over one-week, two-week and 30-day intervals indicates excellent reliability with median correlations of about .93, .91, and .93, respectively. Inspection of the test and retest means for the various samples also indicated very stable patterns for the groups, with differences being at most one standard score between test and retest mean. Comparable test-retest correlations from the SCII (Campbell, 1974) indicated a two-week median correlation of .91 for its six theme scales and a 30-day correlation of .86. The CAI data are of the same magnitude as the SCII data.

SUGGESTED USES: The CAI can be most useful for those individuals with less than four years of college seeking careers at the "nonprofessional" end of the spectrum; that is, individuals seeking immediate career entry.

The CAI has been written at the sixth-grade reading level and is also quite useful for adults with poor reading skills.

* * *

REFERENCE: Fadale, L.M. *Career Awareness Inventory*. Scholastic Testing Service, 1974.

PURPOSE: The inventory helps teachers and educators assess their students' career awareness. Emphasis is placed on the knowledge, social attitudes, and personal experiences elementary school children demonstrate about careers and occupations.

DESCRIPTION OF MATERIALS: The inventory should be used by teachers for grades four through eight. It is composed of seven parts: careers, workers, job occupations, awareness of educational requirements, personal acquaintance with workers, familiarity with occupations that produce products, high prestige jobs, common clustering occupations, and job requirements.

The inventory consists of a manual, test booklets, and answer sheets. The answer sheets can be scored by hand or machine. Inventory scores indicate knowledge about, and familiarity with, careers.

ADMINISTRATION: If readability is a concern for a grade level, the multiple choices may be read by the administrator as the students fill in the answers on the separate answer sheet. Otherwise, the inventory is a self-administering, untimed instrument. Each pupil should have an opportunity to complete the test. Time limit guidelines are approximately 60 to 90 minutes.

COSTS:	20 Reusable Booklets, plus	
	1 Manual, plus	
	1 Scoring and Reporting Booklet	\$13.00
	50 Separate Answer Sheets	\$ 8.50
	Total	<u>\$21.50</u>

PSYCHOMETRICS: The Split-half technique was used to test for reliability. Odd-numbered items were correlated with even-numbered items for 120 elementary school pupils in upper New York State. The Spearman-Brown formula yielded a reliability coefficient of .80.

The content validity of the test was established by a panel of three specialists — one in elementary education, one in counseling, and one in career education.

A systematic study of individual item responses is of considerable value to the user when related to the occupations covered and to the specific function of each part of the inventory.

A similar procedure is suggested when using the inventory along with school test scores to help teachers improve students' career awareness. It is recommended that the following procedure be utilized for any group using the inventory in conjunction with the normal scoring already available: for the group as a whole, determine the percentage of correct responses to each item of the inventory; and for each of the items, relate student performance to both the *purpose* of that part of the inventory, and the *specific occupation* or category involved.

SUGGESTED USES: Career development at the elementary level can provide children with awareness of the business world that will help in future career plans. For persons with disabilities, career development at the elementary school level can help the person come to an acceptance of his/her disability and think realistically toward the future.

* * *

REFERENCE: Super, D.E., et al. *The Career Development Inventory* (high school and college forms). Washington, D.C.: The American Personnel and Guidance Association, 1974.

PURPOSE: The CAI is for high school and college students. It measures attitudes and knowledge regarding the business world. It also indicates vocational maturity.

DESCRIPTION OF MATERIALS: Both the high school and college versions consist of two forms. Both have items similar in content and purpose, with some items worded more appropriately for college-level students. Form I has three scales covering Career Planning, Use of Resources, and Decision Making and Occupational Information. The second form yields six scale scores covering Extent of Planning, Use of Resources, Career Decision-Making, Career-Development Information, World-of-Work Information, and Information about Preferred Occupational Groups.

ADMINISTRATION: The high school Form I has 91 items and takes approximately 40 minutes to administer. The other high school form has 141 items and requires approximately 90 minutes to administer. Both are self-administering.

There was no information on the administration of the college forms.

COSTS: Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The high school forms yield six scores. They can be used as profiles to describe the student's degree of career development. An individual's

profile can be used as a basis for counseling. Group results can provide data for curriculum and guidance program planning.

* * *

REFERENCE: Super, D.E., Zelkowitz, R.S., and Thompson, A.S. *Career Development Inventory Adult Form I Preliminary Manual for Research and Field Trial*. Teachers College, Columbia University, 1975.

PURPOSE: The CDI Adult Form measures the vocational maturity of adults focusing on awareness of, and concern with, career development tasks. It also measures the individual's view of himself and his personal vocational development.

DESCRIPTION OF MATERIALS: The inventory is based solely on self-ratings. It yields scores for four scales, one for each of the adolescent and adult vocational stages: Exploration (about age 14-25), Establishment (about 25-45), Maintenance (about 45-60), and Decline (about 60 on). These scales consist of three subscales each containing ten items. Thus, the current form consists of 120 items. The reading difficulty and vocabulary level of the items are simple enough to be used with semiskilled workers and with nonworking adults.

ADMINISTRATION: The CDI Adult Form is self-administering and self-explanatory. The individual rates his thoughts on a five-point scale. The average person takes no more than thirty minutes to complete the inventory. The most appropriate method of scoring the CDI is by developmental stage and by career concern scores.

COSTS: Cost information was not available.

PSYCHOMETRICS: Reliability, computed by the Spearman-Brown formula, was .93; reliability computed by the coefficient alpha procedure was .86.

SUGGESTED USES: The CDI is useful as a diagnostic and counseling instrument. It can evaluate one's career development relative to one's peers. In addition, it can indicate an individual's career concerns and career progress and thus focus counseling on important issues. In addition, the CDI can help counselors in developing curriculum to increase vocational planning and readiness.

The CDI can provide information as to a school's or organization's need for counseling programs as well as for measuring individual progress within such programs.

* * *

REFERENCE: Crites, J.O. *Career Maturity Inventory*. CTB/McGraw-Hill, 1973.

PURPOSE: The CMI measures the maturity of attitudes and competencies important to career decision making.

DESCRIPTION OF MATERIALS: The CMI provides inventory of career-choice attitudes and career-choice competencies. The CMI consists of the Attitude Scale and the Competence Test.

The Attitude Scale records feelings, subjective reactions, and dispositions an individual has toward making a career choice. The five attitudes surveyed are:

involvement in the career-choice process, orientation toward work, independence in decision making, preference for career-choice factors, and conceptions of the career-choice process.

The Competence Test measures other factors involved in occupation selection: Self-Appraisal, Occupational Information, Goal Selection, Planning, and Problem Solving.

Presently only the Screening Form of the Attitude Scale is available. The materials required for the Attitude Scale are an Attitude Scale booklet, an answer sheet, and the CMI Administration and Use Manual. The materials for the Competence Test are the same; however, the Competence Test booklet replaces the Attitude Scale booklet.

ADMINISTRATION: The Attitude Scale can be administered individually or in a group. Reading difficulty of the Attitude Scale using the Dale-Chall index has been placed at the sixth-grade level. However, individuals who do not read at this level can be given the scale orally. The total administration time for the Attitude Scale from distribution to collection of materials should be approximately thirty minutes. The actual working time is twenty minutes. The Competence Test need not be given during the same test block as the Attitude Scale. The test order is unimportant.

The Competence Test has five parts, each requiring approximately twenty minutes to complete. It is recommended, that all parts be administered in one session.

The Attitude Scale and the Competence Test can be hand or machine scored. When machine scored, five reports can be obtained. These are the Career Maturity Profile, the Class Record Sheet, the Frequency Distribution, the Administrator's Summary, and the Right Response Summary.

COSTS: Cost information was not available.

PSYCHOMETRICS: The Attitude Scale was initially standardized on high school students with its scoring key based on the majority of responses (= 51 percent) of twelve grades. The span of applicability ranges from the sixth grade (by reading level) to the senior year of college. The scale also appears to apply equally well to males and females. Only four of fifty items reflect significant sex differences.

SUGGESTED USES: The Attitude Scale and the Competence Test screen for career maturity and assess curricular and guidance needs. The tests also can be used to evaluate career education programs, to test in career counseling, and to study career development with individuals as well as with groups.

* * *

REFERENCE: *Career Skills Assessment Programs*. College Entrance Examination Board.

PURPOSE: The CSAP provides individuals with guidance and personal insight into career planning. It also gives counselors, teachers, and administrators the means of measuring the extent to which students have mastered basic career skills.

DESCRIPTION OF MATERIALS: The CSAP combines guidance for the individual in career planning and decision making, self-assessment of career skills, staff evaluation of individual competency, and overall program effectiveness.

It consists of six separate self-assessment areas. Each focuses on a cluster of skills central to successful career development: Self-Evaluation and Development, Career Awareness, Career Decision Making, Employment Seeking, Work Effectiveness, and Personal Economics.

Materials for each area include:

Reusable Exercise Booklet — 60 multiple-choice questions.

Response Sheet — Three-ply form permits students to self-score with immediate feedback and enables teachers to measure class performance without a time lag.

Self-Instructional Guide — A self-guidance unit organized around each of the six clusters. Contains a section explaining the rationale for the preferred response to each question.

Supporting materials and services include detailed directions for administering the measures, a handbook for administrators, counselors, and teachers, a sound filmstrip kit for staff and student orientation, and summary reports for program evaluation.

ADMINISTRATION: CSAP materials are easy to administer and score. The suggested sequence of activities includes orientation, administration, and follow-up activities.

ORIENTATION

Introduction and presentation of sound filmstrip for students. The second of the three filmstrips in the CSAP sound filmstrip kit introduces the program's purpose and features. It is most effective for students who have no prior acquaintance with the program. Approximate time: 20 minutes for setup and presentation.

Distribution of materials, completing response sheet identification information and questions. Approximate time: 10 minutes.

ADMINISTRATION

Completion of exercise booklet. Over 75 percent of students will complete all the exercises in 40 minutes or less. Approximate time: 40-60 minutes.

FOLLOW-UP ACTIVITIES

Self-scoring of response sheets. Approximate time: 5 to 10 minutes.

Discussion using Guide. Students compare their answers with explanations of the preferred responses. Approximate time: 40 minutes and up.

This sequence of activities may take one to three sessions. All the activities may occur in a single sitting or with a rest break scheduled after completion of the exercises. However, the orientation and administration activities might be completed in a single session and follow-up activities delayed for a subsequent session. For maximum effectiveness, elapsed time between sessions should not exceed two days.

COSTS:

25 Exercise Booklets	\$25.00 per skill area
25 Self-Instructional Guides and Response Sheets	\$25.00 per skill area

75 Scoring and Summary Reports	\$56.25 minimum
Implementing the Career Skills Assessment Program	\$ 2.75 each
Sound Filmstrip Kit	\$48.50 each
Sample Set, including one each of all printed materials in the Career Skills Assessment Program	\$ 5.00 each

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The CSAP can be used by counselors, teachers, and professionals in secondary schools and community colleges. The measures are also appropriate for adult education groups, as well as special training activities such as WIN and CETA programs.

The materials can be used in a variety of ways: homework assignments in individual counseling or group guidance; learning units in career education courses; supplementary activities in academic and vocational classes; and assessment tools for evaluating a career education program. The materials can also be used to measure the progress of individual students or groups of students toward attainment of career development goals. The materials also can be used to foster the development of specific career skills identified in the content areas.

* * *

REFERENCE: *Client Report Examples*. Tucson, Arizona: Valpar Corporation.

PURPOSE: The Valpar Corporation develops work samples and assessment tools, primarily for special education. Valpar recently has put together client report examples to serve as guides to the practitioner in developing his/her own report format.

DESCRIPTION OF MATERIALS: Report Number 1 is an example of a Vocational Evaluation Report Summary. Report Number 2 is an example of a checklist and narrative format. Report Number 3 is a narrative type of client report.

ADMINISTRATION: The report format conveys the necessary information. It should not take excessive preparation time. It also should be compatible with the evaluator's communication level. The narrative report format may be handled well by the experienced evaluator but may not be the best format for the novice. He/she may be more comfortable with a combination narrative and checklist, an adaptation, or combination of other types.

COSTS: *Client Report Examples* may be obtained from Pamela S. Corey, Valpar Corporation, 3801 East 34th Street, Suite 105, Tucson, Arizona 85713. Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The client report is merely an extension of the evaluation process, or a method of "summing up." If the evaluation is conducted in a systematic

problem-solving manner, the documentation of results should be fairly easy to obtain. The client report formats should only serve as guides for the practitioner. Emphasis is placed on the practitioner's creativity and ability to adapt the forms to his/her needs.

* * *

REFERENCE: Bennett, G.K., Seashore, H.G., and Wesman, A.G. *Differential Aptitude Tests*. The Psychological Corporation, 1974.

PURPOSE: The DATs give the student, parents, and counselor important information about the student's abilities at school and work.

DESCRIPTION OF MATERIALS: The DATs appraise fundamental intellectual abilities and avoid, as much as possible, dependence on particular school subjects. The areas tested are:

Verbal Reasoning: Measures ability to understand concepts framed in words. It is aimed at the evaluation of the student's ability to think constructively, rather than at simple vocabulary recognition.

The test predicts success in fields where complex verbal relationships and concepts are important.

Numerical Ability: Items test understanding of numerical relationships and ease in handling numerical concepts. The problems are framed in what is referred to as "arithmetic computation" rather than "arithmetic reasoning."

The test measures the student's ability to reason with numbers, to manipulate numerical relationships, and to deal intelligently with quantitative materials. It teams with the Verbal Reasoning Test as a measure of general learning ability.

Abstract Reasoning: A nonverbal measure of a student's reasoning ability. The series presented in each problem requires the perception of an operating principle in the changing diagrams. In each instance, the student must discover the principle(s) governing the change of the figures and designate the diagram which should logically follow.

Clerical Speed and Accuracy: Measures speed of response in a single task. The student must select the combination marked in the test booklet. Then the student must find the same combination in a group of similar combinations.

Mechanical Reasoning: Each item consists of a picture presenting a mechanical situation together with a simply worded question.

Space Relations: Items measure one's ability to visualize a constructed object from a picture.

Spelling and Language Usage: The Language Usage test measures the student's ability to find errors in grammar, punctuation, and capitalization.

The items reflect the principles of present-day formal writing, and the ability measured is highly predictive of success in a variety of academic courses.

ADMINISTRATION: The tests are printed in reusable test booklets. All are power tests except Clerical Speed and Accuracy. Answers are recorded on IBM answer sheets which may be hand or machine scored. The time allowances allow the tests to be administered in six class periods.

The following time allowances provide for the entire testing procedure, including distributing and collecting the materials, answering questions, etc.

TWO-SESSION TESTING:

Session 1 — About 120 minutes for the first four tests (Verbal Reasoning, Numerical Ability, Abstract Reasoning and Clerical Speed and Accuracy).

Session 2 — About 115 minutes for the last four tests (Mechanical Reasoning, Space Relations, Spelling, and Language Usage).

The two sessions (approximately two hours each) may be held on consecutive days or with one to five days between sessions. The time allowance provides for a break of five or ten minutes after the second test in each session, if desired.

FOUR-SESSION TESTING:

Session 1 — About 75 minutes for the first two tests (Verbal Reasoning and Numerical Ability).

Session 2 — About 45 minutes for the third and fourth tests (Abstract Reasoning and Clerical Speed and Accuracy).

Session 3 — About 70 minutes for the fifth and sixth tests (Mechanical Reasoning and Space Relations).

Session 4 — About 45 minutes for the last two tests (Spelling and Language Usage).

The four sessions may be held on four consecutive or four alternative days. Sessions 1 and 2 could be held in the morning and afternoon of one day. Sessions 3 and 4 may be held in the morning and afternoon of a second day.

SIX-SESSION TESTING (when necessary):

Session 1 — About 40 minutes for Verbal Reasoning.

Session 2 — About 40 minutes for Numerical Ability.

Session 3 — About 45 minutes for Abstract Reasoning and Clerical Speed and Accuracy.

Session 4 — About 40 minutes for Mechanical Reasoning.

Session 5 — About 35 minutes for Space Relations.

Session 6 — About 45 minutes for Spelling and Language Usage.

COSTS:

Complete Batteries

DATs only, MRC scoring	\$.45
IBM 805 or 1230 scoring	\$.65
OpScan scoring, uncoded	\$.75
OpScan scoring, dark-mark coded	\$.65

Separate Tests

IBM 805 or OpScan Answer Documents

Verbal Reasoning (VR)	\$.50
Numerical Ability (NA)	\$.50
VR and NA (on one sheet)	\$.50
Abstract Reasoning	\$.50
Clerical Speed and Accuracy	\$.50
Mechanical Reasoning	\$.50
Space Relations	\$.50
Spelling	\$.50
Language Usage	\$.50

PSYCHOMETRICS: The Validity scores present correlations of DAT scores with course grades in a variety of areas and with scores on a variety of achievement tests. Correlations with other standardized aptitude tests (e.g., the GATB), achievement measures, and interest measures are reported. These are all zero-order coefficients representing the predictive value of the DAT scores over a period of a few weeks to several years. However, there is only one study which compares the DAT scores with post-high-school educational and vocational careers.

SUGGESTED USES: The primary use has been in counseling with individuals. In schools, the tests are usually given simultaneously to all pupils who are to be counseled. The tests can also be administered on an individual basis. When a whole group, such as a grade or a school, is tested, the data can be used for administrative purposes. When a school has limited counseling facilities, the emphasis is reversed — the tests can be given for administrative reasons and the data released for counseling when needed.

The DATs may be used at any level from eighth to twelfth grade. Through these tests, information concerning each student is available at those times when the student, parents, and school must jointly make decisions regarding the student's educational and vocational career.

* * *

REFERENCE: *Employability Evaluation*. Oklahoma City, Oklahoma: Oklahoma Goodwill Industries, Inc.

PURPOSE: The *Employability Evaluation* is a general guideline measuring a client's job readiness.

DESCRIPTION OF MATERIALS: The form can be used for clients who have never worked and for those clients who have specific problems as a result of their disability (e.g., family problems, transportation problems, etc.). The form, a checklist, covers the following measures: Work Skills, Transportation, Child Care, Education, Health, Family, Appearance, Dependability, Attitude Toward Work, Initiative, Work Habits, Relocation, Work Interests, Learning Ability, and Communication.

ADMINISTRATION: The rehabilitation counselor or placement specialist fills out the form based on client observations. The process takes approximately 30 minutes. The counselor/job specialist can provide additional comments as desired.

COSTS: The form can be obtained from Ms. Rebecca Logsdon, Counselor/Job Placement, Oklahoma Goodwill Industries, Inc., 410 S.W. Third, Oklahoma City, Oklahoma 73109. Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The form evaluates a client's job readiness both before and after the work adjustment or job readiness program.

* * *

REFERENCE: *Employability Information Sheet*. Lima, Ohio: Bureau of Vocational Rehabilitation.

PURPOSE: The sheet provides the placement specialist with important background information for placing clients in jobs.

DESCRIPTION OF MATERIALS: The sheet requires the counselor to obtain basic information about the client's history (vocational objective, disability, minimum salary desired, etc.) The sheet is then sent to the placement specialist at the rehabilitation facility.

ADMINISTRATION: The sheet takes approximately 20 to 30 minutes for the rehabilitation counselor to fill out.

COSTS: The sheet can be obtained from Dennis J. Patthoff, Bureau of Vocational Rehabilitation, Rehabilitation Services Commission, 924 North Cable Road, Lima, Ohio 45805.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The sheet saves the placement specialist time by providing important profile information on the client before the placement process begins.

* * *

REFERENCE: Flanagan, J.C. *Flanagan Aptitude Classification Tests*. Science Research Associates, Inc., 1960.

PURPOSE: The tests measure aptitudes important for successful performance of particular occupational tasks. They yield a series of occupational scores, thus providing a broad basis for predicting success in various occupations.

DESCRIPTION OF MATERIALS: Each test is printed in a separate booklet, permitting flexibility in administration. The tests can be given for two or three job elements or as a complete battery.

The time limit for each test is as follows:

Inspection: 12 minutes

Coding: 30 minutes

Memory: 5 minutes

Precision: 15 minutes

Assembly: 18 minutes

Scales: 28 minutes

Coordination: 8 minutes
 Judgment and Comprehension: 40 minutes
 Arithmetic: 20 minutes
 Patterns: 28 minutes
 Components: 24 minutes
 Tables: 15 minutes
 Mechanics: 25 minutes
 Expression: 40 minutes
 Reasoning: 24 minutes
 Ingenuity: 24 minutes

Separate answer sheets are not required. The examinees mark their answers in the test booklets; each test is self-scoring. Eleven of the tests use multiple-choice questions. The three performance tests — Precision, Coordination, and Patterns — do not require any special equipment. The paper-and-pencil tests can be given to fairly large groups by one examiner.

ADMINISTRATION: The recommended schedule for administering the entire series is two half-day sessions. The Judgment and Comprehension test and the Expression test are each given at the end of a test session since there is no time limit for these two tests. Everyone should have an opportunity to attempt all items on these two tests.

The time listed after each test is the approximate total number of minutes allotted for that test. It includes reading directions, working practice problems, and completing the test itself. This suggested total time should aid the examiner in keeping the session within a reasonable testing period. The order listed above may be followed to avoid monotony in test types.

COSTS:

25 Test Booklets for each of the tests	\$12.25
Manual	\$ 1.20
(Reasoning and Ingenuity tests have separate manuals at .92 each)	
Interpretive Leaflet	\$ 1.20
Technical Supplement	\$.81
Student's Book	\$ 1.32
Counselor's Book	\$ 1.68
Technical Report	\$ 5.10
Specimen Set, including one of each the above	\$22.50

PSYCHOMETRICS: Most of the reported reliabilities were based on correlations between the timed tests. The Split-half method of checking reliability was used in the case of two tests, Judgment and Comprehension, and Expression, which have no time limit. Alternate-form reliabilities from a study of twelfth-graders are reported for Coding and Memory. The median of the seventeen reliability coefficients reported for ninth-graders is .75 with a range from .52 (for Mechanics) to .86 (for Coordination). The comparable values for the nineteen tests for the twelfth grade

(including the earlier data for Coding and Memory) are .75, .55 (for Memory), and .91 (for Vocabulary). The reliabilities tend to be low for tests intended for use in counseling. However, the author states that the tests are not intended for use separately but rather in combination. Reliabilities for several combinations are presented. The reliability (for twelfth-grade students) of the combination of seven tests for chemist, for example, is reported to be .93, of the four tests for office clerk .87, and of the six tests for mechanic .91.

SUGGESTED USES: The tests have been designed for vocational counseling as an aid to predict job success and as a guide for planning a suitable program of school courses. They also can be used in the selection and placement of employees.

* * *

REFERENCE: *Functional Evaluation Form*. Washington, D.C.: George Washington University, Job Development Laboratory.

PURPOSE: A person's physical abilities must be considered in the placement of the disabled. The form records all relevant information in order to get a total picture of an individual's capabilities.

DESCRIPTION OF MATERIALS: The form includes background information; medical characteristics; physical characteristics of hand dominance, grasp, coordination, balance, reach, ambulation; transfers; transportation; communication; work samples of writing; desk activities; keyboard control; telephone use; filing; tape recording; microfilming operation; use of Xerox machine; and architectural barriers as well as work tolerance and fatigue level. Also covered is the person's level of self-care; for example, dressing, bathing, hygiene, eating, hand manipulation, household activities, and transfers. The amount of time the activities take should also be considered.

ADMINISTRATION: A home visit is often made since many problems are evident in the home which are not noticed during laboratory evaluation (e.g., family involvement, lifestyle, and architectural barriers).

There are 50 items on the self-care scale. The client is given a score which helps define in numerical terms the degree of severity of his/her disability. Zero points are given for an activity requiring maximum assistance; one point for moderate assistance; two points for minimal difficulty; and three points for complete independence in an activity. Assistive or adaptive devices are then given to the client. Then new techniques for accomplishing the activities are taught. The new level of independence can then be measured.

COSTS: The form can be obtained free of charge from the Job Development Laboratory at George Washington University, Washington, D.C. The form can also be obtained from the following reference: Mallik, K., and Sablowsky, R. Model for placement. *Journal of Rehabilitation*, November-December, 1975, 14-21.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: Being more independent not only gives a client a better mental outlook, but also allows the client to be more productive on the job. When a counselor has a job that might be feasible for a client, he or she can use the form to see if

the client has the physical ability to perform the job. If the client cannot physically do a job, a referral can be made to a bio-mechanical engineer stating the job requirements and client's functional level so it can be determined whether a mechanical solution will enable the client to do the job.

* * *

REFERENCE: MacGinitie, W.H. *Gates-MacGinitie Reading Tests*. Houghton Mifflin Company, 1978.

PURPOSE: The tests provide teachers and schools with knowledge regarding the general reading level of individual students throughout their entire school careers. The information is an important basis for selecting students for further individual diagnosis and help. The tests also locate students who are ready for more advanced work and evaluate the general effects of instructional programs.

DESCRIPTION OF MATERIALS: Each test is contained in a twelve-page booklet. The Basic R Test includes practice items that introduce new types of items as they occur during the test. All other test levels have a practice page that students work through with the teacher before the actual test begins.

All items are multiple choice. All words read by the students are printed in black. Color is used to make distinct boundaries between items and answer choices and to outline answer spaces. Pictures are used in Basic R, and Levels A and B. In the Vocabulary Test, the student must find the word that names the picture. In the Comprehension Test, the student must choose the picture that goes with the text. Additional subtests in Basic R also use pictures.

Subtests for all levels include Vocabulary and Comprehension. Subtests in the Basic R Test also include Letter Recognition and Letter Sounds.

ADMINISTRATION: Booklets for R, A, B, and C are available in machine- and hand-scorable versions. Booklets for D, E, and F may be used with answer sheets or may be hand scored. Booklet scoring keys are included in each package of hand-scorable test booklets. Self-scorable answer sheets and IBM 1230 answer sheets are also available.

COSTS:

BASIC R Grade 1	
Machine-Scorable Booklets, Form 1 (Pkg. of 25)	\$ 9.00
Hand-Scorable Booklets, Form 1 (Pkg. of 35)	\$ 7.50
Examination Kit	\$ 1.80
LEVEL A Grade 1	
Machine-Scorable Booklets, Form 1 (Pkg. of 25)	\$ 9.00
Hand-Scorable Booklets, Form 1 (Pkg. of 35)	\$ 7.50
Examination Kit	\$ 1.80

LEVEL B Grade 2	
Machine-Scorable Booklets, Form 1 (Pkg. of 25)	\$ 9.00
Hand-Scorable Booklets, Form 1 (Pkg. of 35)	\$ 7.50
Examination Kit	\$ 1.80
LEVEL C Grade 3	
Machine-Scorable Booklets, Form 1 (Pkg. of 25)	\$ 9.00
Hand-Scorable Booklets, Form 1 (Pkg. of 35)	\$ 7.50
Examination Kit	\$ 1.80
LEVEL D Grades 4, 5, 6	
Machine-Scorable Booklets, Form 1 (Pkg. of 25)	\$ 9.00
Hand-Scorable Booklets, Form 1 (Pkg. of 35)	\$ 7.50
Examination Kit	\$ 1.80
LEVEL E Grades 7, 8, 9	
Hand-Scorable Answer Sheet Booklets, Form 1 (Pkg. of 35)	\$ 7.50
Examination Kit	\$ 1.80
LEVEL F Grades 10, 11, 12	
Hand-Scorable Answer Sheet Booklets, Form 1 (Pkg. of 35)	\$ 7.50
Examination Kit	\$ 1.80
MRC Answer Sheets	
Level D (Pkg. of 35)	\$ 6.00
Level E (Pkg. of 35)	\$ 6.00
Level F (Pkg. of 35)	\$ 6.00
Self-Scorable Answer Sheets	
Level D (Pkg. of 35)	\$10.44
Level E (Pkg. of 35)	\$10.44
Level F (Pkg. of 35)	\$10.44

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The comprehension exercises represent the kinds of information that teachers generally expect students to gain from the materials they read. Research indicates that it is not yet possible to validly measure various components of comprehension. Therefore, the tests provide a single comprehension score. One broad distinction in the area of reading that can validly be made is the distinction between

comprehension and vocabulary. The Vocabulary and Comprehension scores can provide guidance in the kinds of instructional emphasis that will help individual students to read better.

* * *

REFERENCE: Geist, H. *The Geist Picture Interest Inventory Revised*. Western Psychological Services, 1978.

PURPOSE: The inventory uses pictures to quantitatively assess eleven male and twelve female general interest areas. It is useful in providing occupational and career choices to those who have limited verbal abilities.

DESCRIPTION OF MATERIALS: The inventory consists of a manual, which describes uses, administration, scoring, and interpretation; a picture triad booklet for males and females, which contains drawings representing major vocations; and a motivation questionnaire for males and females, which explores the motivations behind occupational choices. The inventory can be used by counselors for persons from the eighth grade up.

ADMINISTRATION: The inventory is self-administering. The examinee is asked to record answers directly in the test booklet. It can be used individually or in groups and has no time limit. However, examinees are encouraged to work rapidly. In cases of severe reading disability, directions and questions are read aloud. When the counselor only wishes an estimate of the best reasons for an occupational choice, the examinee can check the one best reason for each of the pictures circled.

COSTS:

25 Test Booklets Male	\$8.50
25 Test Booklets Female	\$7.50
Manual	\$4.50
25 Motivational Questionnaires	
Male	\$6.50
Female	\$5.50
<i>Kit:</i>	
10 Test Booklets Male	
10 Test Booklets Female	
Manual	\$9.50

PSYCHOMETRICS: Reliability is likely to be higher than verbal inventories since options presented are closer to life experiences. Also, the reliability was increased since the drawings were pretested, and those drawings not quickly and accurately identifiable were eliminated. Reliability studies of the inventory included testing and retesting after six-month intervals. Groups included males and females in remedial reading groups, trade schools, high schools, U.S. colleges, and Puerto Rican and Hawaiian high schools and colleges.

In Puerto Rico, where occupations and related social structures are changing rapidly, median area coefficients increased from .62 for the eighth grade to .73 for the eleventh grade, to .84 for the twelfth grade. Coefficients of reliability for trade

schools and university groups are lower than for public school groups. In Hawaii, a polyethnic and polycultural population, median coefficients for small groups of tenth and eleventh grades were .71 and .75, respectively.

SUGGESTED USES: The inventory is particularly useful for individuals who are culturally limited or educationally deprived, to identify their vocational and avocational interests.

* * *

REFERENCE: Watson, L.S. *Global Baseline Checklist*.

PURPOSE: The checklist surveys the skills of children and adults diagnosed as emotionally disturbed, psychotic, or mentally retarded.

DESCRIPTION OF MATERIALS: The checklist consists of approximately 350 items. It measures seven categories of behavior: self-help skills, motor coordination, undesirable behavior, language, social-recreational skills, academic skills, and vocational skills.

ADMINISTRATION: The checklist is administered through an interview procedure. The administrator locates someone who knows the person being tested and asks that person about each test item. The administrator asks if the respondent exhibits the behavior in question. If the person gets a yes answer to an item, he/she then determines whether the behavior exists at the criterion level or whether it exists partially, but not at the criterion level. The determination is made by referring to the score key. If the behavior meets criterion, the second statement is checked (the second statement specifies the criterion). However, if the behavior does not meet the criterion level, but does exist to some degree, then the first statement is checked. If the item is not relevant to the client, it is marked as not applicable.

COSTS: The checklist can be obtained from P.O. Box 3251, Tuscaloosa, Alabama 35401. Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The objective of virtually all treatment programs for mentally retarded, psychotic and emotionally disturbed children and adults is to help them make a satisfactory adjustment to community living. The checklist is useful in this regard.

* * *

REFERENCE: Kahn, C.H., Long, R., and Jew, W. *Going Places with Your Personality: A Guide to Successful Living*. Fearon Publishers, Inc.

PURPOSE: Certain desirable personal attitudes and habits positively contribute to success in life. However, how and where people learn them is unknown. The authors are concerned with how children with learning disabilities acquire these attitudes and habits. The book focuses the individual's attention on them.

DESCRIPTION OF MATERIALS: The primary emphasis is on interpersonal relations and, in particular, on how each member of society affects and is affected by others.

The authors use pictures, along with questions and discussion themes, to teach aspects of interpersonal relations. For example, being on time, getting along with others, getting and giving help, getting and giving instructions, and getting things done.

The book has been written for use by high school special education students. The reading ability level is grade 2.7, as determined by the Spache Readability formula. However, the materials can be used by all individuals who are unable to profit from more sophisticated standard textbooks.

The book is accompanied by a teacher's manual.

ADMINISTRATION: There is no specified format to follow except the program prescribed by the authors. Individual questions within chapters can be checked by the teacher or with the class. Discussion items can be discussed by the group.

COSTS: Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The book and manual can be used as a teaching tool. It could also be used by counselors to assess an individual's strengths and weaknesses and provide counseling.

* * *

REFERENCE: Hall, L.G. *Hall Occupational Orientation Inventory*. Scholastic Testing Service, 1976.

PURPOSE: The inventory measures worker traits and job characteristics.

DESCRIPTION OF MATERIALS: Twenty-three scales cover 46 content areas and 345 items. Thirteen scales measure the person's orientation toward or away from the areas which the scales describe. The first thirteen are listed from creativity-independence to people-orientation. The next eight are scales indicating the degree to which each factor named is important to the person. The last two scales are verification scales.

The answer format is free choice, allowing every item to be answered through a five-point scale ranging from "essential" to "intolerable."

ADMINISTRATION: The inventory is self-administering and has no time limit. The counselor/psychologist asks the examinee to record answers on the separate answer sheet. The examinee is encouraged to hand score and profile the inventory as part of his/her learning experience.

COSTS:

20 Tests	\$10.50
20 Hand-Scored Answer Sheets	\$ 3.00
100 IBM 1230 Answer Sheets	\$ 9.90
20 Profiles	\$ 3.00
Manual	\$ 1.20

PSYCHOMETRICS: The only report of reliability shows a median correlation of .84 for the 23 scales over a three-week interval for 1,400 subjects of various ages.

Validity data are given for items and for scales, mainly in the form of discrimination between different age, educational, or sex groups. The scales that significantly differentiate between a number of occupational samples, with Ns varying between 40 and 125, are presented.

Intercorrelations between scales are presented. For example, Esteem and Personal Satisfaction correlate .87 and Information-Understanding correlates .79 with Data Orientation. Of the 253 correlations, 195 are significant at the .05 level.

SUGGESTED USES: The inventory assesses the relative importance to the person of a number of factors or attributes of work.

* * *

REFERENCE: Wright, G.N., and Remmers, H.H. *The Handicap Problems Inventory*. Madison: The University of Wisconsin, 1960.

PURPOSE: The inventory provides an estimate of the impact of the client's disability as he sees it and is able to discuss it.

DESCRIPTION OF MATERIALS: The inventory consists of 280 items in the form of a checklist, developed for use with the physically handicapped. Statements were obtained from 2870 responses to 70 sentence-completion items which had been administered to a random sample of 100 persons with disabilities. Illustrative items include: "Try to forget about being handicapped"; "Worry because handicap works a hardship on family"; "Lack a well-rounded social life"; and "Find it hard to make a living." The items were placed in one of four "context" categories, resulting in the following classification: 96 personal items, 68 family items, 54 social items, and 62 vocational items.

ADMINISTRATION: The inventory is easy to administer and hand score. A single template for each of the four areas is used on all four pages of the test. An answer sheet has also been designed for the IBM test-scoring machine.

COSTS: The inventory can be obtained from George N. Wright, The University of Wisconsin, Department of Behavioral Disabilities, Rehabilitation Counseling, Madison, Wisconsin. Cost information was not available.

PSYCHOMETRICS: Reliability estimates, computed by the Kuder-Richardson formula 20, range from .91 to .95 for the subtests. This suggests sufficiently high internal consistency for use in individual counseling. Test-retest coefficients are not reported.

SUGGESTED USES: Scores on the inventory indicate which life situations bear the greatest impact of a disablement. It advises the counselor to note that low scores may mean a tendency to minimize one's handicap or to cover up serious problems. It also states that avoidance of known problems suggests the possibility of intense emotional feelings which must be handled with caution.

* * *

REFERENCE: Harrington, T.F., and O'Shea, A.J. *The Harrington/O'Shea System for Career Decision-Making*. Career Planning Associates, Inc., 1976.

AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
NEW YORK, NY 10011

PURPOSE: The CDM helps individuals to establish career awareness, make career decisions, and acquire information about the kinds of jobs they might enjoy.

DESCRIPTION: The CDM consists of three systems depending on whether it is self-scored or computer scored, computer or individually interpreted, or a combination of the two. A survey booklet and interpretive form are provided for each of the three systems. All three evaluate six critical career decision-making areas: occupational choices, school subjects preferred, future plans, job values, abilities, and interests.

ADMINISTRATION: The CDM can be group or self-administered. Small group administration (i.e., in a classroom) is preferable to mass administration (i.e., in a gym). Since it is not a test, individuals may communicate while completing it. The administration time is 30 to 40 minutes.

COSTS: CDM System I — Interpretive Report (Answer Sheet, Scoring, and Printout Interpretive Report)

1- 9 copies	\$9.00
10-24 copies	\$8.00
25-49 copies	\$7.00
50+ copies	\$6.00

CDM System P — Profile Report (Answer Sheet, Scoring, and Interpretive Folder)

1- 24	\$1.85
25- 99	\$1.65
100-999	\$1.50
1000+	\$1.40

CDM System S — Self-Scoring (Survey Booklet and Interpretive Folder)

1-99	\$.85
100+	\$.75

CDM Reusable Survey Booklets for use with Systems

I and P	\$.25
CDM Manual	\$2.00

PSYCHOMETRICS: Reliability studies were reported for Self-Scoring System S. Based on retest and internal-consistency procedures, the reliability was .88 for males and .89 for females. The normative group consisted of 2,256 males and 2,753 females. White, Black, Spanish American, and American Indians were represented in the group.

Construct and concurrent validity were indicated but not discussed.

Item comprehension studies were conducted with seventh- and eighth-grade students.

SUGGESTED USES: The CDM assesses educational deficits and achievements in terms of career awareness and decision making. Curriculum could then be developed and the need for career counseling assessed.

REFERENCE: Harris, A.J. *Harris Tests of Lateral Dominance*. The Psychological Corporation, 1974.

PURPOSE: Lateral dominance means the preferred use and better performance of one side of the body as compared to the other. The tests indicated directional confusion. Directional confusion is significantly related to severe difficulties in reading, spelling, and speech defects, particularly stuttering.

DESCRIPTION OF MATERIALS: The tests are a series observing hand and eye dominance. The battery consists of seven tests of manual dominance (knowledge of right and left, hand preferences, simultaneous writing, handwriting, tapping, and dealing cards), three tests of ocular dominance, and one test of foot dominance (kicking). The results are expressed as a rating on a five-point scale from strongly right to strongly left. No overall numerical score is obtained.

ADMINISTRATION: The manual provides the teacher or counselor with detailed directions for administering the tests. Responses are recorded on the record blank form.

COSTS:

50 Record Forms	\$7.10
Manual	\$1.60
Specimen Set, including Manual and Record Form	\$1.85

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: One of the greatest uses for the *Harris Tests* would be for cerebral-palsied preschoolers with motor handicaps.

* * *

REFERENCE: Reagles, K., and Wright, G.N. *Human Service Scale*. Madison, Wisconsin: Human Service Systems, Inc., 1973.

PURPOSE: The scale is based on the rationale that if agency services are provided on the basis of client needs, then the success of agency programs and the progress of individuals ought to be based on the extent that client needs are satisfied. Maslow's hierarchy of basic human needs is the foundation for the scale. It measures client need satisfaction.

DESCRIPTION OF MATERIALS: The present 80-item scale uses the following seven life-area subscales to measure need satisfaction:

- Physiological Need Scale
- Emotional-Security Need Scale
- Economic-Security Need Scale
- Family Need Scale
- Social Need Scale
- Economic Self-Esteem Need Scale
- Vocational Self-Actualization Need Scale

The scale originally consisted of 150 items.

ADMINISTRATION: Machine-scored answer sheets are used to reduce the cost of administration (hand scoring also can be time consuming) and to make it possible to have the scale scored and results returned rapidly. A free profile form is provided with each subscale.

COSTS: The cost for each subscale, including scoring, is \$3.00. The scale can be scored at any time within two years of purchase without extra charge if purchased and scored in quantities of ten or more. If less than ten, there is a \$10.00 surcharge per package for either purchasing and/or scoring.

PSYCHOMETRICS: Vocational Rehabilitation counselors were asked to rate the degree to which each of the original 150 items were related to each of Maslow's five categories of basic human needs.

A three-way analysis of variance was applied to the counselor's ratings to determine the inter-rater reliability across both the 150 items and the five dimensions. The inter-rater reliability across items and dimensions was estimated to be .91.

SUGGESTED USES: The scale can be used as an evaluative instrument administered prior to and following services, with changes in each subscale showing improvement. The scale also has potential as a diagnostic instrument. Areas of low need satisfaction at the time of intake may be translated into needed human services. Thus, service planning can be made more efficient.

* * *

REFERENCE: Holloway, A.J., and Naper, J.T. *Introducing Career Concepts*. Science Research Associates, Inc., 1975.

PURPOSE: The program provides a bridge for career education between the awareness-building experiences of grades one through four, and the decision-making pressures of grades nine through twelve. The authors have developed a program for grades five through nine that focuses on organizing experiences to prepare for future decision making.

DESCRIPTION OF MATERIALS: The program provides twelve concepts in two series by which students may become familiar with a number of occupations. The six concepts within each series are organized under the following titles: "What I Enjoy"; "What I Can Do"; and "What I Accept." The titles mark off units for instructional purposes. Each unit has three lessons — one for each of two concepts and a third lesson entitled "Careers." Each unit also contains a section of additional activities to reinforce understanding.

Although similar in structure, Series 1 and Series 2 are independent of each other. Either may be taught without teaching the other. Because the two series do not overlap in content, both may be taught without encountering repetition. Each series has its own inventory, which allows students to review their understanding of concepts presented. The program is meant for classroom use.

ADMINISTRATION: The amount of time needed for one series depends on how many

related activities are introduced in addition to the planned lessons. If only the basic lessons and inventory are used, one series could be taught in ten class periods. Because the additional activities are so closely tied to the lessons, they can be used to expand the program to whatever length desired, without any loss of emphasis.

COSTS:

Career Concepts Scale I	\$13.00
Career Concepts Scale II	\$13.00

PSYCHOMETRICS: Lack of psychometric information suggests that the program provides useful conceptual information for school purposes, but provides no substantive research information.

SUGGESTED USES: The program is appropriate for information purposes, but more research is needed to completely understand its value for counseling and career development.

All lessons and activities of the program are about work and can be related directly to social studies. All lessons and activities offer practice in language arts skills. The lessons calling for research on careers can be used for reading practice and vocabulary building. Some lessons and activities call for observation skills, data gathering, and interpretation of findings. Other lessons and activities touch on mathematics, physical education, and art.

An additional way the program can relate to the curriculum is through increasing students' motivation to learn. The program can help students relate what they are studying to their futures as workers. The generation of enthusiasm and increased self-direction for learning can be one of the most important benefits of the program.

* * *

REFERENCE: Jackson, D.N. *The Jackson Vocational Interest Survey*. Research Psychologists Press, Inc., 1978.

PURPOSE: The JVIS assists high school and college students and adults with educational and career planning. It provides a comprehensive, accurate, and fair assessment of vocational interests.

DESCRIPTION OF MATERIALS: The JVIS's 34 basic interest scales include work-role dimensions relevant to a variety of occupations, and work-style scales indicating work-environment preferences. Each scale was designed to measure the interest designated by the scale name.

A special feature of the JVIS is the choice of format for the test booklet. The respondent is asked to indicate a preference between two equally popular interests, rather than to reply simply "like" or "dislike."

The JVIS reusable test booklet contains 289 pairs of statements. Each statement describes a job-related activity. Respondents choose which of the pair of job activities they find interesting to do.

The test consists of a manual, test booklet, hand-scored answer sheets, and a profile for plotting hand-scored data.

ADMINISTRATION: The JVIS was designed to be appropriate for individual or group administration. The majority of people can complete the JVIS with minimum supervision by following the instructions on the test booklet and hand-scored answer sheet. Instructions for completing the machine-scored answer cards appear on the inside front cover of the test booklet. The JVIS takes the average college or university student about 45 minutes to complete; high school students may require an hour.

COSTS:

<i>Kit:</i>	\$10.00
Manual	
Materials for a Prepaid Interpretive Report	
JVIS Test Booklet	
Hand-Scored Answer Sheet	
Profile with Interpretive Guide	
JVIS Manual	\$ 6.50
25 Reusable Test Booklets	\$11.00
25 Hand-Scorable Answer Sheets	\$ 2.75
25 Profiles for Plotting Hand-Scored Data	\$ 2.75

PSYCHOMETRICS: The reliability of the ten general occupational themes ranged from .82 to .92 with a median of .89. Median test-retest stability of the 34 basic interest scales was .84, while that of the entire JVIS profile ranged from .84 to .88 with different samples. Examination of internal consistency yielded a median coefficient of .84.

The JVIS manual reports validity data of the following types: differentiation of college and university students; differentiation of occupational groups; experimental studies of counseling judgments and of decision making regarding vocationally relevant activities; relationships with a variety of personality and vocational assessment devices; and relationships with measures of scholastic aptitudes and achievement.

A major study found that JVIS profiles predicted choice of academic college with higher accuracy than that reported previously for any combination of interest and aptitude measures.

SUGGESTED USES: The JVIS may be used for educational planning, vocational counseling, and career planning. A counselor might use the JVIS as part of an informal research study to determine the interest characteristics of a particular group, or to understand the difference between people who actively request vocational counseling and those who do not feel it is necessary.

Students, counselees, and others receiving their JVIS results need to be cautioned that the profile is not an index of their abilities and does not reveal "what they are good at," but reflects their expressed preference for activities which bear on a variety of interests.

* * *

REFERENCE: Walther, R.H. *Job Analysis and Interest Measurement*. JAIM Research, Inc., 1977.

PURPOSE: The JAIM measures coping skills important to performance and satisfaction in adulthood and, in particular, work roles. It determines the degree of match between the requirements and potentials of jobs and the individual's behavioral styles, orientations, activity preferences, and values.

DESCRIPTION OF MATERIALS: The JAIM is a self-description inventory composed of 32 scales (i.e., optimism, self-confidence, emotional control, etc.) measuring coping skills. Examinees are presented with 154 questions and are asked to report their preferences, the degree to which they agree with statements, and how they react to specific situations.

ADMINISTRATION: The JAIM takes 30 to 45 minutes for the average person working in a white collar job to complete. However, the JAIM does not have to be administered under test conditions (the person could complete it at home). Therefore, there is no time limit, but people are encouraged to work quickly. It is important that each item be answered and that all responses be recorded on the answer sheet and not in the booklet.

The JAIM can only be computer scored.

COSTS:

Folder with complete set of materials	\$6.50
Workbook for trainers or counselors:	
Four copies or less	\$1.50
Five copies or more	\$1.00
Exercises:	
10-49	\$.50 each
50-99	\$.40 each
100 or more	\$.35 each
Profile Sheets	\$.05 each

PSYCHOMETRICS: The current form of the JAIM, Form 669, was analyzed for test-retest reliability over a four-day span. The average correlation for the 32 scales was .73 with a range from .60 to .90. These results were consistent with studies of reliability using earlier forms.

Studies using various forms of the JAIM were presented in order to demonstrate predictive and concurrent validity. The JAIM has been found to be an effective method of describing occupational categories in terms which are interpretable in relationship to the behavioral requirements and satisfaction potential of jobs. The JAIM has been able to differentiate among occupational groups, as well as among subspecialties within an occupation. It has been used effectively in measuring the effects of education and training when the length of the program is more than one week.

SUGGESTED USES: The JAIM can be used in individual counseling. It gives clients an opportunity to explore their beliefs, preferences, and ways of reacting. It also allows them to compare themselves to people in various occupations. It can indicate behavioral weaknesses and help individuals make better vocational choices.

The JAIM can also be used to evaluate requirements and the satisfaction potential of specific jobs. Studies can be conducted using the JAIM to determine the

specific needs of a job so that personnel selection can be made with fewer errors. The JAIM can be used as criteria for evaluating educational or training programs.

* * *

REFERENCE: Baruth, L.G. *Knowledge of Occupations Test*. Psychologists and Educators, Inc., 1974.

PURPOSE: The test measures the knowledge high school students have regarding occupations.

DESCRIPTION OF MATERIALS: The items were constructed after an analysis of literature in the vocational field and career materials used in high school.

After the content research was completed, a preliminary form was developed and administered.

The questions on the preliminary form were then analyzed to determine their discriminating power and difficulty. There were eight parts, and the twelve items from each part with the highest discriminating power were retained. When the discriminating power was the same, that item with the estimated difficulty nearest .50 was selected.

The test consists of a manual, test booklet, *Knowledge of Occupations Profile Sheet*, and a separate answer sheet.

ADMINISTRATION: The test should be administered on a group basis and may be given by the regular classroom teacher. Before administering the test, the examiner should become familiar with administration directions.

The test has a 40-minute time limit, but most students will not have difficulty completing it.

COSTS: Cost information was not available.

PSYCHOMETRICS: Content validity was determined by surveying this test, current literature in the vocational guidance field, as well as career material used in high schools.

The Kuder-Richardson formula 20 was used to calculate a reliability of .90. The standard error of measurement on the test is four. This means there are two chances in three that an individual's score on the test does not differ by more than four points from his hypothetical "true" score.

SUGGESTED USES: The test provides a valid, objective measure of a student's knowledge of occupations. Schools anticipating the establishment of career development programs can determine what students already know about occupations and plan their programs accordingly.

* * *

REFERENCE: Kuder, C.F. *Kuder Occupational Interest Survey, Form DD*. Chicago, Illinois: Science Research Associates, 1966.

PURPOSE: The survey assesses individual preferences for activities and compares them

with those of other persons in a wide range of occupations. The goal is to help individuals narrow the field of exploration.

DESCRIPTION OF MATERIALS: Survey DD contains 100 triads of three activities. The survey has 114 occupational scales; 37 were developed using female criterion groups and 77 using male criterion groups. There are 48 college major scales; 19 were developed using female subjects and 29 using male subjects. A verification scale is included to assess carelessness and insincerity. Scores may be reported on all the scales for either sex.

The scores are expressed as correlation coefficients. They express the relationship between the subject's responses and the responses of a criterion group in the occupation or college major. The various scales are listed alphabetically on the profile. The highest scores for each type (if over .30) are ranked at the bottom of the profile. Scores within .06 of the highest score are recommended for consideration. Differences of .07 or more are considered significant.

ADMINISTRATION: In each triad, the respondent picks the most preferred and the least preferred activity. Responses are recorded on an answer sheet. Machine scoring is mandatory. Administration time is 30 minutes.

COSTS:

20 Kuder Surveys and Scoring Forms	\$43.50
Examiner's Manual	Free
Specimen Set, including Surveys, Scoring Form, and Manual	\$ 4.25

PSYCHOMETRICS: The reliability of individual profiles over two weeks has a median value of .90. Over approximately three years the median reliability for individual profiles was .89. This type of comparison correlates individual profiles rather than scales. Test-retest measures of scale reliabilities are not available.

Validity has been determined in terms of errors of classification of employed subjects. Concurrent validity is adequate for the 30 scales and more impressive than concurrent validity on the Kuder Form D, which utilizes a different scoring system. No evidence of predictive validity is available.

SUGGESTED USES: The survey can be especially helpful for rehabilitation counselors in narrowing down the number of occupational fields or academic majors for further consideration by the client. The selection of occupational scales, however, is not limited to fields requiring college training.

* * *

REFERENCE: Berdie, R.F., and Layton, W.L. *Minnesota Counseling Inventory*. The Psychological Corporation, 1957.

PURPOSE: The MCI enables teachers, counselors, and others working with high school students to acquire information about the personalities and problems of young people.

DESCRIPTION OF MATERIALS: The MCI has been designed for grades nine through twelve. It consists of a reusable booklet containing 355 items in the form of statements. The student reads each statement, decides whether it is true or false as it applies to him/her, and marks a response on a separate answer sheet.

Nine scores are obtained from the inventory. A question score, which is the number of omitted items, determines whether or not the student has answered enough items to justify scoring the inventory. A validity (V) score identifies students who might be overanxious to display socially acceptable characteristics. Three scores identify areas in which students may be adjusting particularly well or poorly: Family Relationships, Social Relationships, and Emotional Stability. The remaining four scores provide information more directly related to the methods students employ in making adjustments: Conformity, Adjustment to Reality, Mood, and Leadership.

ADMINISTRATION: There is no time limit for taking the MCI. Most students complete it in 50 minutes. It is permissible to collect the MCI booklets from the students who have not finished and to allow them to finish at another time. However, it is preferable to have the students complete the inventory immediately. The examiner should urge students to work as rapidly as possible. The inventory can be either hand or machine scored.

The inventory can be administered by almost any teacher. Scores should be interpreted only by persons with some technical knowledge of test construction and use. Above all, persons who interpret the results should have a good academic and practical background in personality theory of the adolescent so they will not misinterpret scores. Teachers, counselors, and school psychologists with psychological and educational training use the inventory.

COSTS:

25 Inventory Booklets	\$5.25
50 IBM 805 Answer Documents (Profile Forms)	\$4.75
Key for Hand Scoring IBM 805 Answer Documents	\$3.15
Key for Machine Scoring IBM 805 Answer Documents	\$3.45
Specimen Set, including Inventory Booklet, IBM 805 Answer Document and Key for Hand Scoring	\$3.70

PSYCHOMETRICS: Evidence concerning the validity of scores on the seven diagnostic scales was obtained in the following manner. Teachers were given fourteen rating forms, each containing a description of behavior characteristics of either a high or low rating on one of the psychological variables measured by MCI. The teachers supplied the names of those students who conformed most closely to the descriptions given. In addition to the "teacher-nominated groups," "special nomination groups" were obtained from school nurses, counselors, and principals. The special groups in-

cluded students identified as leaders, delinquents, or students having serious family problems. Some of the students included in the teacher-nominated groups were also included in the special nomination groups.

Two types of reliability data are reported for the diagnostic scales of the MCI. Coefficients of correlation between scores on odd- and even-numbered items, corrected by the Spearman-Brown formula, are based on four groups, each of which included 200 cases of each sex in grades nine and ten and in grades eleven and twelve. The highest coefficients are found for the three scales which identify areas of good or poor adjustment: Family Relationships, Social Relationships, and Emotional Stability. The lowest coefficients are found for the Mood and Conformity scales.

For twelfth-grade students in two high schools in Minnesota, test-retest coefficients of reliability were obtained for each sex. In Austin High School the time interval between the two administrations of the MCI was three months. In North High School the time interval between the two testings was one month. Conformity and Mood have the lowest test-retest coefficients, but the values for these two scales tend to be higher than their odd-even coefficients.

The reliability of the validity scale was also estimated in the test-retest studies done at Austin and North High Schools. For boys the average reliability coefficient was .67; for girls, .64. These values are lower than all but one of the coefficients for the diagnostic scales reported. In part, this is due to the brevity of the V scale (fourteen items). It also suggests that the students' attitudes toward the MCI may vary considerably from time to time.

SUGGESTED USES: The main purposes are to make teachers and counselors aware of relevant personality characteristics differentiating students and to assist in understanding students as they attempt to achieve more mature self-understanding between themselves and their environment.

* * *

REFERENCE: Gay, E.G., Weiss, D.J. Hendel, D.D., Dawis, R.V., and Lofquist, L.H. *Minnesota Importance Questionnaire*. University of Minnesota, Vocational Psychology Research, 1967.

PURPOSE: The MIQ is a 210-item pair-comparison instrument. It measures twenty vocational needs. These needs refer to specific conditions found to be important to job satisfaction.

DESCRIPTION OF MATERIALS: The MIQ is composed of twenty vocational needs:

- Ability Utilization
- Achievement
- Activity
- Advancement
- Authority
- Company Policies
- Compensation
- Co-workers

Creativity
 Independence
 Moral Values
 Recognition
 Responsibility
 Security
 Social Science
 Social Status
 Supervision — Human Relations
 Supervision — Technical
 Variety
 Working Conditions

ADMINISTRATION: The MIQ is a self-administering paper-and-pencil test. It takes 30 to 40 minutes to complete. The MIQ is a self-report instrument; the examiner should encourage the respondent to answer as frankly as possible.

Basic scoring of the MIQ includes computation of adjusted scale values for the twenty vocational need scales and a *total circular triads* score. In addition, *error bands* are computed around the individual adjusted scale values.

COSTS:

50 Answer Sheets	\$2.50
10 MIQ Booklets	\$4.00

PSYCHOMETRICS: Internal consistency was investigated by calculating the Hoyt reliability coefficient for each MIQ scale for each of nine different subject groups. Groups 1, 2, 3, and 4 were composed of college students, predominately sophomores; groups 5 and 6 were high school students; group 7 consisted of night school students; group 8 was composed of individuals in a New Career Program; and group 9 consisted of junior and senior college students. All groups included both males and females.

The median scale Hoyt reliability coefficients for the nine groups ranged from .77 to .81. The lowest reported single scale reliability for any group was .30; the highest .95.

The stability of MIQ scale scores for different test-retest intervals was also investigated. The same nine groups were involved but with the addition of a tenth group consisting of vocational-technical high school women. The median scale stability coefficients ranged from .48 for the six-month interval (a group of high school students) to .89 for immediate retesting (a group of college sophomores). The lowest reported scale stability coefficient was .19 (for the nine-month interval); the highest .93 (in immediate retest). The range of scale stability coefficients for the longest interval studied (ten months) was .46 to .79 with a median of .53.

Evidence of convergent validity indicates correlations of .78 and .74 with the *Strong Vocational Interest Blank* (SVIB) for groups of college students and Division of Vocational Rehabilitation applicants. These findings show that the MIQ is more similar in what it measures to the SVIB than to the GATB, a desirable outcome.

SUGGESTED USES: The MIQ can be used by the vocational rehabilitation counselor to

assess the vocational needs of a client in the context of vocational planning. With the MIQ, the counselor can help the client decide on the occupations in which he/she would most likely be both satisfied and satisfactory.

The MIQ can also be used to help a client plan effective and satisfying use of his/her nonwork time. This can be especially helpful when the nature of the client's disability limits choice of work to jobs which are not satisfying. Nonwork activities can then be chosen which provide satisfaction.

* * *

REFERENCE: *Objectives for 1978 Vocational Adjustment Services Work Activities and Regular Work Program.* Laurelton, Pennsylvania: The Workshop, Laurelton Center.

PURPOSE: The program provides a checklist to determine whether a person within a workshop setting is ready to receive vocational adjustment services.

DESCRIPTION OF MATERIALS: The program covers work routine, job performance, relationship with others, and sections for overall rating. The program at the Laurelton Center is used mainly for low-level mentally retarded persons.

A Xerox copy of the completed program is sent to the caseworker, social worker, or other persons involved with the client's case. If, after filling out the program form, the work evaluator feels that the client is not ready for vocational adjustment services as provided by the workshop program, then the counselor might seek a prevocational program for the client at another facility or within the workshop.

ADMINISTRATION: The work evaluator completes the program form and reviews it with the client every two months. The form takes approximately fifteen minutes to complete.

COSTS: The program can be obtained from Penny Stover, Work Evaluator, The Workshop, Laurelton Center, Laurelton, Pennsylvania, 17835. Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The program is most useful for low-level mentally retarded persons to determine weak areas and to assess where greater emphasis should be placed.

* * *

REFERENCE: D'Costa, A.G., Winefordner, D.W., Ogers, J.G., and Koons, P.B. *Ohio Vocational Interest Survey.* New York: Harcourt Brace Jovanovich, Inc., 1970.

PURPOSE: OVIS is an interest inventory to assist students in grades eight through twelve with their educational and vocational plans. With its Data-People-Things approach to occupational counseling, OVIS is best suited for group and individual exploration of the business world.

DESCRIPTION OF MATERIALS: OVIS combines a student information questionnaire

with the interest inventory. The results of the questionnaire provide the student and the counselor with valuable background for interpreting the interest scores. In addition, a schoolwide summary of the questionnaire furnishes useful information for planning guidance services and curriculum changes.

The interest inventory profiles a student's interests along 24 scales. These scales represent the entire spectrum of occupations as defined in the 1965 edition of the *Dictionary of Occupational Titles*. Thus, the interest scores can be interpreted in terms of actual jobs that a student may wish to investigate.

The first six questions on the questionnaire gather background information about the student's occupational plans, subject area preferences, curriculum plans, post-high school plans, and vocational interests.

Question 7 is the local survey section of the questionnaire. It enables the school to ask up to eight additional questions pertinent to the local situation.

The interest inventory asks the students to respond to job activities in terms of "Like very much," "Like," "Neutral," "Dislike," and "Dislike very much."

The results of OVIS are presented in the form of student reports and school summaries. The summary reports present the numbers and percents of students choosing the various options on the questionnaire.

ADMINISTRATION: OVIS combines the seven-item student information questionnaire and the 280-item interest inventory in a machine-scorable form. The reading level is eighth-grade and above. There is no set time limit for administration. However, high school students usually complete OVIS in 60 to 90 minutes.

COSTS:

35 Test Booklets	\$13.40
Manual	\$ 5.50
Specimen Set including Test Booklet, MRC Answer Document, Directions Sample, MRC Reporting Form	\$ 2.90

PSYCHOMETRICS: The OVIS scales represent similar clusters of jobs. Thus, it was essential to the construct validity that the items within each scale be internally consistent. Therefore, item-scale correlations for all 24 scales were generated for each sample of students being studied. An item had to correlate higher with its own scale than with any other scale. An item-scale correlation of .50 was used as a minimal cutting point for accepting an item. An item had to correlate higher than .60 with no more than three scales other than the one to which it was assigned.

While each item was selected to correlate highest with its own scale, certain items should correlate highly with closely related scales. An item in Scale 9, Nursing and Related Technical Services, might be expected to correlate highly with the two other scales describing job activities in the health fields. For example, Scale 4, Caring for People or Animals, and Scale 24, Medical.

Another concept basic to the construct validity is scale independence. While it was recognized that closely related scales would tend to have high inter-scale correlations, it was important that all other scales be relatively independent. Therefore, the OVIS scales were refined. No scale should correlate above .70 with more

than three other scales; the correlation between two scales should not exceed the reliability coefficient of either scale.

Test-retest reliability coefficients of .80, based on approximately 500 subjects, are reported for each sex for eighth and tenth grades on all 24 scales. Normative data including means, standard deviations, and scores at five different percentile points are reported for each scale by sex, grade, and geographic region. Each student's raw scores, percentiles, stanines, and clarity indices are available in a personalized student report folder.

SUGGESTED USES: OVIS may be used to help students choose a high school program and make post-high school plans. It will assist guidance classes, and identify groups of students interested in specific educational and vocational programs.

* * *

REFERENCE: Dunn, L.M., and Markwardt, F.C. *Peabody Individual Achievement Test*. American Guidance Service, Inc., 1970.

PURPOSE: The test is a wide-range screening measure of achievement in the areas of mathematics, reading, spelling, and general information.

DESCRIPTION OF MATERIALS: The test materials include:

Two volumes of test plates. Each contains the demonstration and training exercises and test items, plus instructions for the administration of the five subtests. (*Volume I*, Subtest 1: Mathematics; Subtest 2: Reading Recognition. *Volume II*, Subtest 3: Reading Comprehension; Subtest 4: Spelling; Subtest 5: General Information.)

A packet of individual record booklets which provide space for recording and scoring responses to each of the five subtests.

A manual which details the administration and interpretation of the test.

ADMINISTRATION: The test is an untimed power test. It is individually administered and the subject should be given time to answer. After about 30 seconds on a mathematical item and 15 seconds on the other subtest items, the subject should be encouraged to give an answer. In this way only 30 to 40 minutes is usually required to administer and score the complete battery.

No formal training is required to administer the test. Paraprofessionals might be taught to use it; however, they must be carefully trained and supervised.

COSTS:

Regular — Easel Kit (2 volumes), Test Plates, Manual, 25 Response Forms \$39.00

Special — Same as above, but with Test Plates coated with plastic \$48.00

PSYCHOMETRICS: Test-retest reliabilities are based on a one-month interval. Ranges for the total test are .82 to .92, median .89. For each of the subtests, ranges are: mathematics, .52 to .84, median .74; reading recognition, .81 to .94, median .88; reading comprehension, .61 to .78, median .64; spelling, .42 to .72, median .65; and general information, .70 to .88, median .76. The reading recognition subtest has nearly as much reliability as the total test.

Correlations between *Peabody Individual Achievement Test* total scores and *Peabody Picture Vocabulary Test* IQs range from .53 to .79, median .68.

SUGGESTED USES: The test can be used by professional persons working in a variety of settings — including schools, institutions, industry, and community agencies — who need to screen for the general level of school achievement of children, adolescents, or adults. It can also be used to suggest the point at which a more comprehensive test may be employed, if a more reliable and thorough estimate is desirable.

* * *

REFERENCE: *Performance Rating Form*. Chicago, Illinois: Jewish Vocational Service.

PURPOSE: The form is a device for improving the observational skills of floor supervisors in rehabilitation programs. It also improves their capacities for making judgments from these observations. It familiarizes floor supervisors with client behaviors found to be important indicators of success at work.

DESCRIPTION OF MATERIALS: The form covers the following areas or dimensions:

AREA I: SELF-PRESENTATION

Every client projects an image of him/herself to others. Some combination of behavior patterns characterizes each person and leads others to some typical or stereotypical way of characterizing and responding to the client. The floor supervisor must keep in mind that self-presentation is often subject to change.

AREA II: ABILITY TO SOCIALIZE WITH CO-WORKERS

Area II is concerned with the client's ability to carry on positive peer relationships. The observer needs to be aware that oversocializing or overbearing leadership may be an indication of problems with co-workers.

AREA III: ABILITY TO COOPERATE ON WORK TASKS

Area III refers to the client's capacity to work on group tasks or jobs that involve cooperation with others.

AREA IV: ACCEPTANCE OF WORK ROLE

Area IV refers to the client's ability to distinguish the work situation from other major social situations, such as home, school, or recreation, and to act on the basis of such distinctions.

AREA V: RESPONSE TO ASSIGNED TASKS

The floor supervisor's task is to observe what tasks an individual considers to be unpleasant and how the person reacts to doing them.

AREA VI: ABILITY TO ORGANIZE WORK

Area VI refers to the client's capacity to relate the different steps in the performance of his/her job to the finished task. It deals with the client's efficiency in performing this work.

AREA VII: DEGREE OF ANXIETY OR COMFORT WITH SUPERVISOR

Area VII refers to the degree to which the client is able to prevent his/her

work from suffering because of anxiety caused by contact with, or the physical presence of, floor supervisors.

AREA VIII: ABILITY TO PROFIT FROM INSTRUCTION OR CRITICISM

Area VIII refers to a client's ability to demonstrate his/her understanding and acceptance of supervisory criticism by behaving as instructed.

AREA IX: APPROPRIATENESS OF PERSONAL RELATIONS WITH FLOOR SUPERVISOR

Some clients personalize their relationships with floor supervisors to an inordinate degree. Such behavior is often found unacceptable by foremen in industry.

AREA X: COMMUNICATION WITH FLOOR SUPERVISOR

Area X emphasizes the client's openness and the clarity of communication between the client and the supervisor.

AREA XI: QUANTITY OF WORK

Area XI concentrates on such nonproduction tasks as messenger work, stock work, maintenance work, and domestic work.

AREA XII: QUALITY OF WORK

Quality refers not only to correct and neatly finished products, but also to the manner in which a client works. On nonproduction tasks, quality would be defined according to the degree to which the task's objectives have been accomplished.

It is important to note that within each of the twelve areas, specific behaviors (positive and negative in nature) relevant to judging the client's performance in that area are also provided.

ADMINISTRATION: The scales call for floor supervisors to rate behaviors in a series of defined areas of functioning. The ratings are then correlated with measures of subsequent work functioning. The better a client is able to perform in each of these areas, the more likely he/she will be able to obtain and hold a job in competitive employment.

COSTS: The form can be obtained from Jewish Vocational Service, Chicago, Illinois. Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The form combines information on client behaviors in work programs. It suggests how to recognize and evaluate such behaviors to diagnose a person's potential and job readiness, and for planning additional aid for individual clients.

* * *

REFERENCE: Piers, E.U. *The Piers-Harris Children's Self-Concept Scale* (The Way I Feel About Myself). Counselor Recordings and Tests, 1969.

PURPOSE: The scale is a self-report tool to be used with children over a wide age range. It was designed primarily for research on the development of children's self-attitudes.

DESCRIPTION OF MATERIALS: The scale consists of 80 first-person declarative statements to which the child responds "yes" or "no." Half of the statements indicate a positive self-concept and slightly more than half indicate a negative self-concept. When the items are read by the examiner, children below the third-grade level can take the test.

ADMINISTRATION: The scale can be completed within fifteen to twenty minutes, but there are no time limits. Administered in group form, it requires approximately a third-grade reading knowledge. On an individual basis it might be used below that level. It can be administered and scored by laypersons. However, it should be interpreted only with the aid of someone knowledgeable in measurement and statistics, psychology of adjustment, and self-theory.

COSTS:

50 Tests	\$10.00
Answer Key	\$.50
Manual	\$ 1.00
Specimen Set	\$ 1.25

PSYCHOMETRICS: The scale was standardized on 1,183 children in grades four through twelve of one Pennsylvania school district. There are no consistent sex or grade differences in means. The internal consistency of the scale ranges from .78 to .93 and test-retest reliability from .71 to .77. Correlates with similar instruments are in the mid-60s. The scale possesses teacher and peer validity coefficients on the order of .40.

SUGGESTED USES: Very high scores can be evaluated in terms of defensiveness as well as high self-esteem. Low scores can be a confirmation of the need for help. Responses to individual items can be used as aids to diagnostic interviewing or counseling.

Since the scale is quickly and easily administered to groups, it can also be used as a screening device in school classrooms to identify children in need of psychological referral.

* * *

REFERENCE: *Placement Readiness Checklist*. Bremerton, Washington: Peninsula Lodge Company (PEN L CO).

PURPOSE: The checklist can be used by work evaluators and work supervisors to determine whether a client is ready to seek employment.

DESCRIPTION OF MATERIALS: The checklist consists of positive and negative statements. They regard a client's work behavior in such areas as punctuality, acceptance of unpleasant tasks, interactions with co-workers, tension aroused by close

supervision, etc. There is a summary section on the form which requests that the evaluator check off those areas in which the client shows particular interest.

ADMINISTRATION: The checklist is usually filled out by the work evaluator and the client so that areas of weaknesses and strengths, as well as employment goals, can be discussed openly. The checklist is then reviewed with the placement supervisor. The form takes approximately five minutes to complete.

COSTS: The checklist can be purchased from Ms. Mahala Cramer, Peninsula Lodge Company, 146 North Marion Avenue, Drawer PP, Bremerton, Washington 98310. Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The checklist establishes a client's readiness as well as nonreadiness for employment. It presents a profile of the client's skills and interests in an easy-to-use format. The checklist also can be useful in determining the client's vocational plans.

* * *

REFERENCE: *Placement Referral Information Form; Work History Grid; Placement Orientation Form.* Mansfield, Ohio: Bureau of Vocational Rehabilitation.

PURPOSE: The information form summarizes important background information concerning a client's employability. The grid documents specific job history information generally not obtained early in a person's case.

DESCRIPTION OF MATERIALS: The rehabilitation counselor fills out the information form when a client is ready to seek employment. Some of the areas covered are: vocational goals, physical and mental limitations, educational background, and means of transportation. The grid covers a client's work history and includes the employer's address, positions held, job duties, and reasons for leaving.

The information form and the grid are then sent to the job placement specialist. He/she uses the form to find the proper placement for the client.

ADMINISTRATION: The rehabilitation counselor fills out the information form and the grid. The placement specialist reviews the orientation form with the client.

COSTS: The information form, grid, and orientation form can be obtained from Madeline Scott, Placement Specialist, Bureau of Vocational Rehabilitation, One Marion Avenue, Room 215, Mansfield, Ohio 44903. Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The background information obtained helps the placement specialist and the employer match a client to an appropriate job. A client may be job ready, but if a problem arises when deciding upon a vocational goal, or if there is a transportation problem, the client might not be placeable. The information then becomes an important reference source.

* * *

REFERENCE: *Placement Work Sheet*. Bremerton, Washington: Peninsula Lodge Company (PEN L CO).

PURPOSE: The work sheet provides the vocational rehabilitation counselor and the placement specialist with a profile of the client's work skills and limitations.

DESCRIPTION OF MATERIALS: The work sheet breaks down worker skills according to skills coded in the *Dictionary of Occupational Titles*, for example, sorting, inspecting, operating-controlling, customer service, child and adult care, and animal care.

ADMINISTRATION: The work sheet is filled out by the work evaluator. It requires the signature of the client, the vocational rehabilitation counselor, and the placement specialist before it can be included as part of the case report.

COSTS: The work sheet can be obtained from Ms. Mahala Cramer, Peninsula Lodge Company, 146 Marion Avenue, Drawer PP, Bremerton, Washington 98310. Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The work sheet can be regarded as profile information to be included in a client's case folder. It assesses a client's skills and limitations at the onset of a rehabilitation program. It also helps the staff working with a client establish goals that are more suited to the client's needs, abilities, and interests.

* * *

REFERENCE: *Planning Career Goals*. CTB/McGraw-Hill: American Institutes for Research, 1977.

PURPOSE: *Planning Career Goals* is a battery of tests. The tests assist guidance and counseling personnel in helping students in grades eight through twelve make realistic and long-lasting educational and career plans.

DESCRIPTION OF MATERIALS: The tests provide a basis for career planning by helping each student develop individual goals and plans. The program provides two steps that help students choose their careers. The first helps students recognize their own goals, interests, information, and abilities as compared with the scores of persons in twelve career groups. The second helps students choose a career that fits their needs from among those jobs in the selected career groups. The tests consist of the following parts:

Ability Measures: ten separately timed tests that measure a person's present status in verbal ability and knowledge, mathematical skills and information, and nonverbal, or practical and mechanical, abilities.

Interest Inventory: 300 items in three parts — Occupations, Occupational Activities, and Current Activities — that measure student interest in the jobs that are included in the twelve career groups.

Information Measures: 240 items that measure student's information about the activities in Occupations in the twelve career groups.

Life and Career Plans: an inventory of fifteen quality-of-life values that measures how important certain personal values are to students.

Planning Your Career: a student guide that prepares the students to use *Planning Career Goals* effectively.

Counselor's Handbook: provides advice for guiding the students in using the *Planning Career Goals* components.

Examiner's Manual: a guide for persons who administer the tests.

Career Planning Report: a computer-printed report that allows students to compare their responses to the abilities, interests, and information measures with the responses made when in high school by persons who became employed in the occupations in the twelve career groups.

Career Planning Profile: shows a student's interests and abilities in graphic profiles, and which can be overlaid on the *Career Handbook* profiles.

Career Handbook: discusses the nature and requirements of 151 jobs in the twelve career groups. The discussions are accompanied by data in the form of profiles that allow students to compare their responses with those of persons now in the 151 jobs.

The tests' computer-supported information system provides an individual report. The *Career Planning Report* presents the examinees scores for all four sections of *Planning Career Goals* on one easy-to-use form. A computer-supported narrative highlights significant scores. Interest and abilities scores are in profile format for ready comparison with profiles for various careers. The translucent *Career Planning Profile* presents excerpts from the *Career Planning Report*. It facilitates visual comparison of the examinee's profile with the profiles of over 150 careers in the *Career Handbook*. It is computer-generated by the CTB/McGraw-Hill Scoring Center. The group report lists scores for all the subtests for each examinee and summarizes those scores for the group.

ADMINISTRATION: Scores for the tests are reported as raw scores. Scores for the *Ability Measures* and *Information Measures* are converted from raw scores to percentile ranks or stanines automatically by computers for users of CTB/McGraw-Hill's CompuScan scoring service. When hand scoring, one can convert by referring to the norms tables that appear in the *Technical Bulletin*. Handscoring the entire battery should take 60 to 90 minutes per student. This includes scoring interest items (40 minutes); scoring information items (10 minutes); and scoring abilities items, including combined score calculation (33 minutes).

COSTS:

Kit:

- 1 Ability Measures
- 1 Interest Inventory

1	Information Measures	
1	Examiner's Manual	
1	Complete Battery Answer Booklet	
1	Counselor's Handbook	
1	<i>Planning Your Career</i> student guide	\$5.00
25	Test Books, including an <i>Examiner's Manual</i> with Answer Key	\$49.75
50	Machine-Scorable CompuScan Answer Forms	\$28.00

PSYCHOMETRICS: The measures of interest, information, and ability reveal predictive validity by analyzing the data from the five-and eleven-year Project TALENT follow-up studies. The predictive weights used in obtaining combined present ability stanines are directly derived from the follow-up data. The comparison scores for the *Planning Career Goals Interest Inventory and Information Measures* are based on the comparisons of those in the occupations in a specific career group with all the remaining students. Thus, the validities of all three of these types of measures are based on the predictive data of person now in various career groups, obtained when they were high school students.

SUGGESTED USES: The tests describe job activities, training or education requirements, and job characteristics as described by job holders for each of the careers for which there is a profile. The inventory provides guidance and career information which allows examinees to participate in the interpretation of information about themselves in forming career goals. The goals chosen are likely to be well accepted because the student is involved in all the steps leading to their formation.

* * *

REFERENCE: *Projects with Industry Job Seeking and Job Retention Skills Form*. New York: ICD Rehabilitation and Research Center, 1978.

PURPOSE: The form enables a client to realistically assess his/her abilities and limitations.

DESCRIPTION OF MATERIALS: The client lists five successful and five unsuccessful experiences in the following areas: paid and nonpaid work, academic, extracurricular, and human relationships. The client then gives a brief description of each experience listed and discusses what made the experience successful or unsuccessful. The client also indicates either high or low ability or nonability in the following areas: managing/organizing, oral communication, written communication, supervising, planning, working under pressure, leadership, following instructions, technical skills, personal relations.

ADMINISTRATION: The form can be group administered and takes approximately fifteen minutes to complete. The group then breaks into pairs for twenty minutes, and each person discusses his/her responses on the form with the partner. After the twenty minutes has elapsed, the group returns to the larger group to discuss what has been learned.

COSTS: The form can be obtained from Projects with Industry, ICD Rehabilitation and Research Center, 340 East 24th Street, New York, New York 10010. Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: Utilizing the form in a group situation provides the client with a supportive environment for discussing successful or unsuccessful experiences. The group situation also gives the client an opportunity to discuss problems and concerns with people who might have had similar experiences.

* * *

REFERENCE: Bolton, B. *The Revised Scale of Employability*. Princeton, New Jersey: Educational Testing Service (ETS).

PURPOSE: The scale assesses the potential employability of mentally, physically, and emotionally impaired adults who are clients in rehabilitation workshops.

DESCRIPTION OF MATERIALS: The scale is presented in two parts. The *Counseling Scale* assesses five dimensions of vocational competence. They are adequacy of work history, appropriateness of job demands, interpersonal competence-vocational, interpersonal competence-social, and prominence of handicap. The *Workshop Scale* assesses five dimensions of job competence. They are attitudinal conformity to work role, maintenance of quality, acceptance of work demands, interpersonal security, and speed of production.

Twelve to 25 short client descriptions are prepared for each dimension. The description or vignettes can be condensed from case histories or they can be written by practitioners. The sets of vignettes are then submitted to from five to eight judges to be ranked independently from high to low on the respective dimensions. If agreement among the judges is sufficiently high, then from six to ten of the most agreed upon vignettes from each set are placed in descending order on 100-point thermometer-like scales.

ADMINISTRATION: The *Workshop Scale* is filled out by the foreman in the rehabilitation workshop. The *Counseling Scale* is filled out by intake interviewers. Each rating scale has its own total score and can be analyzed separately. The rater's task for each behavioral dimension is to match the worker to the vignette that most nearly describes him/her. The rater can delete or add parts to the vignette if it is appropriate to the client being rated.

Although it is not mentioned in the manual, it appears that a counselor fills out the *Employability Rating Scale* in a similar manner.

COSTS: Microfiche copies of the scale can be obtained from ETS Test Collection, Educational Testing Service, Princeton, New Jersey 08540. Cost information was not available.

PSYCHOMETRICS: Correlations were computed between scale scores and each of the following three criteria of employment success: placement within three months, placement within one year, and maintenance of employment for those placed in the first three months. Correlations varied from .13 to .49. Overall, prediction was considered moderate.

A reliability study was conducted with a test-retest, or rerating, design. Seven counselor-foremen who staffed the second workshop rated each client three times on the scale, at weeks 1, 2, and 4. Subscale reliabilities range from good to fairly

low. Test-retest reliabilities are good for Scales I and II (.75 to .94 range), somewhat lower for III (.44 to .82 range), and IV, with V being the best (.76 to .95 range).

SUGGESTED USES: The scale can be used by rehabilitation workers to predict the success of rehabilitation for mentally, physically, and emotionally impaired clients. It can also be used as a diagnostic instrument. If a person is not employable at the present time, the scale can be administered to determine problem areas. The client can then be referred elsewhere for help in becoming employable.

The scale can also be used to test the effectiveness of workshop programs by measuring clients' pre- and postservice delivery.

* * *

REFERENCE: Levine, S., and Elzey, F.F. *San Francisco Vocational Competency Scale*. The Psychological Corporation, 1968.

PURPOSE: The scale assesses the vocational competence of mentally retarded adults. It was designed with five uses in mind: selection of mentally retarded individuals for training in semi-independent or sheltered situations; assessment of an individual's status at a particular time; judgment of growth in vocational competence over a period of time; study of the relative efficiency of different training methods; and screening of mentally retarded individuals for placement in independent work situations.

DESCRIPTION OF MATERIALS: The scale contains 30 items covering four dimensions of vocational competence: motor skills, cognition, responsibility, and social-emotional behavior. The items have been arranged according to the sequence of behavior expected to occur while the individual is performing a task.

Each item provides four or five descriptive statements. They represent varying degrees of competence for a particular task. The descriptions of the tasks are in terms of actual performance rather than presumed abilities or capacities.

ADMINISTRATION: No special test situations need be established, nor is it necessary for a psychologist to administer the scale. The rating is done by the workshop supervisor who is most familiar with the individual's performance. The individual is rated on each item at the level at which the person characteristically performs.

The descriptive statements within each item are ordered by ability level and are numbered from 1 through 4 or 5. Option 1 represents the lowest degree of vocational competence. Options 4 and 5 represent the highest degree of competence. An individual who is rated 5 on an item is presumed to be able to perform at all preceding levels. Thus, only one level is to be chosen for each item. When the observer has determined the appropriate option for an item, he/she circles it. The vocational competency score is the sum of all the level numbers selected. The minimum score for any item is 1. Total scores of vocational competency can range from 30 through 138.

COSTS:

25 Scale Booklets and Manual	\$ 3.40
100 Scale Booklets and Manual	\$11.55
Specimen Set, including Scale Booklet and Manual	\$ 1.10

PSYCHOMETRICS: A stability coefficient was derived from a special test-retest study. Eleven workshops were selected for this purpose. Each workshop was asked to provide retest ratings of five members selected at random. Retest ratings for 54 individuals were obtained approximately one month after the initial ratings. The stability coefficient was .85, indicating satisfactory reliability of scores over a one-month interval.

SUGGESTED USES: The scale can be especially useful for counselors and educators who work with mentally retarded adults. With the enormous growth in public schools of mentally retarded individuals who will be eligible for inclusion in sheltered workshops, there is a greater need to make accurate predictions as to which individuals could profit most from such an experience. In addition, the emphasis on returning as many persons as possible to the community from state institutions increases the need for a reliable placement scale to help in the screening process. The scale will be useful in both regards.

* * *

REFERENCE: Holland, J.L. *The Self-Directed Search*. Palo Alto, California. Consulting Psychologist's Press, 1970.

PURPOSE: The SDS provides the user with vocational counseling when a counselor is not present. An assessment booklet is used to obtain the subject's occupational code as explained in Holland's theory (1973). The code is then used to locate related occupations in a booklet, *The Occupations Finder*.

DESCRIPTION OF MATERIALS: The SDS has five sections (228 items) in various formats. The sections are: Occupational Daydreams, Activities, Competencies, Occupations, and Self-Estimates. They assess the subject's similarity to each of six personality types: Realistic, Investigative, Aesthetic, Social, Enterprising, and Conventional. Subjects compile their scores from each section and arrive at a summary code consisting of three of the types in random order (i.e., Realistic, Enterprising, Aesthetic = REA). The code is compared with the Occupational Daydreams and used to locate related occupations in the *Occupations Finder*. The *Occupations Finder* contains *Dictionary of Occupational Titles* codes, permitting the user to obtain additional information on specific jobs.

ADMINISTRATION: The SDS is most effective when given to an individual to take home or to fill out without supervision. However, it also works well in small groups of 20 to 30. If larger groups must be used, monitors who have taken the SDS are needed for every 30 to 40 persons.

The SDS is suitable for persons aged fifteen and older. The upper and lower limits have not been well investigated. Thirteen- and fourteen-year-olds have taken the SDS successfully when it is administered in groups of three to five. People with high school educations usually have little difficulty.

Most people complete the SDS in 40 to 60 minutes.

COSTS:

25 Sets of Assessment Booklets and Occupation	
Finders	\$17.50
Manual	\$ 5.00
Counselor's Guide	\$ 1.00
25 <i>Understanding Yourself and Your</i>	
Career booklets	\$ 4.00
Specimen Set, including all the	
above, except Manual	\$ 2.25

PSYCHOMETRICS: With regard to reliability, no test-retest correlations are available. Kuder-Richardson formula 20 estimates of internal consistency for the subscales range from .53 to .88. Since the total scales produce a code and not a score, total scale reliabilities are not available.

The SDS has construct validity relating it to Holland's theory. There is evidence of concurrent validity for Holland's theoretical formulation but not for the SDS itself. Evidence is not available on the predictive validity of the scales.

SUGGESTED USES: The SDS can be of considerable use to the rehabilitation counselor with a large caseload. Use of the instrument could stimulate vocational choice exploration and possibly reduce the time required in face-to-face contact with the client.

* * *

REFERENCE: *Service Outcome Measurement Form*. Oklahoma City, Oklahoma: Department of Institutions, Social and Rehabilitative Services, 1972.

PURPOSE: The form assesses a person's employability after rehabilitation services.

DESCRIPTION OF MATERIALS: The form consists of a series of items assessing personal characteristics and 23 items rating functioning in four broad areas: economic/vocational status, physical functioning, adjustment to disability, and social competency. A fifth area assesses the difficulty of rehabilitating a particular individual.

ADMINISTRATION: The form is completed by the counselor or case manager. The following criteria were used in the development of the form and are pertinent for those who would use it. First, the form should require no changes in service delivery. Second, it should not need sophisticated electronic data-processing equipment. Third, the form should require little in-service training. Finally, the form should not require more than ten minutes to complete.

COSTS: Information regarding the form may be obtained from Department of Institutions, Social and Rehabilitative Services, Rehabilitative Services #24, P.O. Box 25352, Oklahoma City, Oklahoma 73125. Cost information was not available.

PSYCHOMETRICS: Interjudge reliability coefficients by scale are as follows: Difficulty, .69; Economic/Vocational Status, .95; Physical Functioning, .75; Adjustment to Disability, .79; Social Competence, .72; and Total Form, .93.

Functional validity for the form is apparent in that five factors resulted from factor analysis which correspond adequately to the scales as they were constructed. Concurrent validity is evidenced by moderate relationships of the form to case-difficulty ratings ($r=.39$), time-and-effort ratings ($r=.29$), and severity-of-handicap ratings ($r=.41$).

SUGGESTED USES: The form can be used as a diagnostic tool. Its intended use, however, is to measure the degree of change in a variety of areas of functioning as a result of services.

* * *

REFERENCE: Palormo, J.M. *Short Tests of Clerical Ability*. Science Research Associates, 1973.

PURPOSE: The STCA broadens the sampling of abilities tested for clerical jobs.

DESCRIPTION OF MATERIALS: Each test in the STCA is short and is published separately to provide maximum flexibility and efficiency. The various tests in the series may be used in different combinations for effective selection and placement in different office job classifications. The tests incorporate certain aspects of job tasks as they are performed in the office. The test battery consists of Arithmetic, Business Vocabulary, Checking, Coding, Directions — Oral and Written, Filing, and Language.

ADMINISTRATION: The tests should be supervised by a person with a general knowledge of group testing and a thorough familiarity with the total battery. The actual administration can be done by a clerk who has had careful training.

The instructions appearing on the front of each test can be read aloud by the administrator. However, the instructions are simple enough that the tests can be self-administering. The administrator's role should be limited to answering questions, starting the examinees, timing each test, and stopping each test. The time limits for five of the tests are standard (five minutes). Thus, an experienced administrator can examine applicants for different office job specialists.

The tests are scored with transparent overlay stencils. The instructions for scoring are printed on the stencils. Scoring is accomplished by counting the number of correct responses. An item is not counted as correct if the examinee has marked more than one answer. The total raw score should be entered in the space provided on the front of the test sheet.

COSTS:

25 Test Booklets	\$7.65
Scoring Stencil	\$1.20
Examiner's Manual	\$.79
Specimen Set including Test Booklet, Scoring Stencil, and Examiner's Manual	\$4.35

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The STCA measure aptitudes and abilities important to the successful performance of tasks that are common to various office jobs. The tests can be

used in different combinations to reflect the job requirements in various office job classifications.

One of the most useful in the battery seems to be the Language Tests. It fills the need for a short, separately administered test measuring a combination of spelling, punctuation, and grammar skills. It could also be useful in screening candidates for stenographic jobs and other positions requiring language skills.

* * *

REFERENCE: Halpern, A., Raffeld, P., Irvin, L.K., and Link, R. *Social and Prevocational Information Battery*. CTB/McGraw-Hill, 1975.

PURPOSE: The SPIB is a series of nine tests. The battery assesses knowledge of skills and competencies important for community adjustment of educable mentally retarded students.

DESCRIPTION OF MATERIALS: Nine major areas related to five long-range goals of work study or work experience are measured:

<i>Long-range Goals</i>	<i>SPIB Tests</i>
Employability	Job-Search Skills Job-Related Behavior
Economic Self-Sufficiency	Banking Budgeting Purchasing
Family Living	Home Management Physical Health Care
Personal Habits	Hygiene and Grooming
Communication	Functional Signs

Each test is based on several short-range program objectives that constitute building blocks toward the achievement of the long-range goals. SPIB tests do not measure all of the short-range objectives that compose a work experience program. They do, however, measure those objectives that most frequently occur and are important in social and rehabilitation programs for mildly retarded adolescents.

ADMINISTRATION: SPIB tests are administered orally to groups not exceeding twenty persons. The recommended student to adult ratio is 7:1. The response format is true-false or picture selection; thus, students are not penalized for reading deficiencies.

Components of the SPIB include a sixteen-page test booklet in either a machine-scorable or hand-scorable edition; an examiner's manual with answer key; a technical report containing validity and reliability data and reference group information; a user's guide explaining the interpretation and application of test results; and a class record sheet for hand recording individual and group progress.

COSTS:

Specimen Set, including Machine-Scorable Test Booklet, Hand-Scorable Test Booklet, Examiner's Manual, User's Guide, and Class Record Sheet	\$ 5.00
20 Machine-Scorable Test Booklets	\$21.00
20 Hand-Scorable Test Booklets	\$16.60
Examiner's Manuals	\$ 2.00
User's Guide	\$ 2.00
Class Record Sheets (for hand recording)	\$.25
Technical Report	\$ 3.00

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: Classroom teachers can use the SPIB to identify areas of individual student needs and to program specific remedial instruction. Test results can be used to group students with similar performances in certain areas for intensified instruction. The SPIB can also be used by administrators in planning programming that emphasizes instruction in areas of potential concern on a school-wide or district-wide basis.

* * *

REFERENCE: Campbell, D.P. *Stong-Campbell Interest Inventory*. Stanford University Press, 1974.

PURPOSE: The SCII gives persons information about themselves what will help them to make decisions about their life plans. It provides information to counselors and other professionals and helps in studying groups of persons.

DESCRIPTION OF MATERIALS: The SCII is a 325-item inventory. Most of the items are presented in the "Like-Indifferent-Dislike" format. They are arranged in seven sections: Occupations, School Subjects, Activities, Amusements, Types of People, Preference between Two Activities, and Your Characteristics. Three types of scores result: six General Occupational Themes, 23 Basic Interest Scales, and 124 Occupational Scales. In addition, administrative indices show total responses, percentages of like, indifferent, and dislike responses, and infrequent or unpopular responses.

ADMINISTRATION: The average time for completion of the inventory is 30 minutes. The reading level is about sixth grade, but most people at that age do not have stable interest patterns. The SCII has been found to be most beneficial for persons over seventeen years of age.

Scoring is too complex to be completed by hand; a scoring service must be used. Profiles that relate the General Occupational Themes to the Basic Interest and Occupational Scales are the usual output. However, some scoring services provide interpretive profiles printed individually by computer.

COSTS:

50 Test Booklets and Answer Sheets \$ 8.50

500 Test Booklets and Answer Sheets	\$77.50
Manual	\$ 6.50
Manual for the Augmented Interpretive Report	\$ 6.00

PSYCHOMETRICS: Two-week and 30-day test-retest correlations are presented for each set of scales. Median correlations, even for the shorter General Occupational Themes and Basic Interest Scales, are above .86 for the 30-day interval and above .90 for the two-week interval.

The General Occupational Themes and Basic Interest Scales have content validity due to the item selection procedure. Each type of scale presented has concurrent validity, i.e., persons in specific occupations score high on appropriate scales.

SUGGESTED USES: The SCII permits the counselor to discuss broad themes besides specific occupations that may be more appropriate for rehabilitation clients.

* * *

REFERENCE: Rayman, J.R., and Super, D.E. *Survey of Career Development*. Westminster, Maryland: Western Maryland College, Discover Foundation, 1977.

PURPOSE: The SCD is one portion of a program entitled the Discover System, and it is to be used in conjunction with it. The SCD helps individuals assess in which stage in the career development process they are. Once an individual assesses his/her level of development, the appropriate parts of the Discover System can be chosen.

DESCRIPTION OF MATERIALS: The SCD is divided into five sections: Statements About Myself-I, Statements About Myself-II, Statements About Decision Making, Statements About Occupations, and Statements About My Career Planning. The examinees are asked to indicate what action (I have already done this, I have not yet thought much about it) they have taken on statements presented to them in the five sections.

ADMINISTRATION: Directions for administering the SCD were not presented. The SCD is scored by tallying the raw scores. If an examinee's raw score scale total is less than 21 points, the system recommends modules which will provide assistance in the appropriate area.

COSTS: The SCD can be obtained from Discover Foundation, Inc., P.O. Box 363, Westminster, Maryland 21157. Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The SCD assesses educational deficits and, thus, develops curriculum for career development. It can also be used on an individual basis for career guidance.

* * *

REFERENCE: Johansson, C.B., and Weber, P.L. *Temperament and Values Inventory*. Interpretive Scoring Systems, 1976.

PURPOSE: The TVI helps individuals assess their temperament and values in various situations. It provides individuals with information on how they compare with

others. It helps them to understand why they do or do not enjoy certain activities and situations. The TVI can aid individuals in selecting a satisfying career.

DESCRIPTION OF MATERIALS: The TVI consists of 230 items contained in fourteen scales divided into two types. The two types are composed of seven temperament scales and seven values scales. An individual's answers to inventory items are compared with the answers of a general population sample.

The Temperament Scales reflect those aspects of temperament considered relevant to career choice. The Values Scales measure the importance individuals place on career-related reinforcers.

ADMINISTRATION: The TVI can be group or self-administered. It can be completed in twenty minutes. The inventory is appropriate for age ranges from eighth grade through adulthood.

Completed inventories can be sent away for scoring. This service provides a profile report and an interpretive report.

COSTS: A combined inventory booklet and answer sheet sold in packages of 50 for \$8.50 and in packages of 500 for \$77.50. The TVI manual costs \$6.00.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The TVI can help predict which individuals would be best suited for specific occupations. This inventory can be given to blocks of people in specific occupations to research the types of people that select a particular position. The TVI can also be administered on an individual basis to help assess a client's personality in a counseling situation.

* * *

REFERENCE: Tiegs, E.W., and Clark, W.W. *Tests of Adult Basic Education*. CTB/McGraw-Hill, 1976.

PURPOSE: The TABE are achievement tests in reading, mathematics, and language. The test items reflect language and content appropriate for adults.

DESCRIPTION OF MATERIALS: TABE provides preinstructional information about a student's level of achievement in the basic skills of reading, mathematics, and language. It also identifies areas of weakness in these skills and measures growth in the skills after instruction. TABE involves the student in the appraisal of his/her learning difficulties and assists the teacher in preparing an instructional program to meet the student's individual needs.

The three levels of TABE allow selection of appropriate tests for students who function at different levels of proficiency in the skill areas. The levels are E (easy), M (medium), and D (difficult). The levels make it possible to measure continuous student progress in the learning skills.

ADMINISTRATION: The working time for each test section represents the time that elapses from the beginning to the completion of the tests (Level D — 176 minutes; Level E — 94 minutes; and Level M — 158 minutes). Adherence to exact time limits is especially important. However, there may be occasions when the Tests cannot or should not be administered on a time basis. For example, the examiner might wish to obtain information about the functioning level of an adult who has a physical disabil-

ity that precludes testing under standard conditions. In such a situation, the examiner would have to be aware of all deviations from the standard procedures and would need to interpret test results with caution.

Two types of answer sheets are available: the complete battery answer sheet with all test sections on a simple form, and the SCOREZ answer sheet with separate forms for the Reading, Mathematics, and Language Skills areas. The administration directions in the manual are adaptable to both formats.

COSTS:

Multi-Level Examination Kit, including Practice Exercise and Locator Test, Answer Sheet, Test Booklets, and Manuals for all three levels, Complete Battery Answer Sheet and Group Record Sheet	\$ 5.00
25 Test Booklets	
Easy	\$13.75
Medium	\$13.75
Difficult	\$13.75
50 Hand-Scorable Answer Sheets	
Easy	\$ 5.50
Medium	\$ 5.50
Difficult	\$ 5.50
25 SCOREZE Answer Sheets	
Reading (Easy)	\$ 4.50
Reading (Medium)	\$ 4.50
Reading (Difficult)	\$ 4.50
Mathematics (Easy)	\$ 4.50
Mathematics (Medium)	\$ 4.50
Mathematics (Difficult)	\$ 4.50
Language (Medium)	\$ 4.50
Language (Difficult)	\$ 4.50

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The results from the battery can be used to place students in appropriate learning groups and to select educational materials for students to use in overcoming deficiencies revealed by analysis of their test performance.

* * *

REFERENCE: Doll, E.A. *Vineland Social Maturity Scale*. American Guidance Service, Inc., 1965.

PURPOSE: The scale offers important information on the results of an individual's interaction with the social environment.

DESCRIPTION OF MATERIALS: The scale is a point-and-age-scale combination of 117 items of performance in which children show a capacity for looking after them-

selves and for participating in those activities which lead toward independence as adults. It is scaled to test these capacities from birth through age 25 plus and gives social ages through years 30 plus. The functions tested are self-help (general eating and dressing), self-direction, locomotion, occupation, communication, and social relations.

ADMINISTRATION: The items are grouped according to general similarity of content. However, each item is a measure of general social maturation. The grouping is for convenience purposes only and should not prevent an examiner from employing a more practical order.

Each item within the age range involved is scored either plus, plus F (temporary failure under certain conditions), plus N.O. (no opportunity), minus N.O., plus minus, or minus.

COSTS:

25 Record Blanks	\$2.90
Manual	\$1.90
Specimen Set, including Record Blank and Manual	\$2.10

PSYCHOMETRICS: Test-retest coefficients ranged from .94 to .99 with a median reliability of .97, based on an average of 1.35 years between tests.

SUGGESTED USES: The scale differentiates between persons with mental defects and social inadequacies, and persons with below-average intelligence who are competent in managing their personal and social lives. It also aids in the evaluation of the acoustically, visually, and other physically disabled persons and is an index for measurement of growth or change.

The scale can be used by teachers, counselors, nurses, social workers, speech clinicians, psychologists, pediatricians, psychiatrists, parents, and others interested in assessing child development.

* * *

REFERENCE: McCrosky, J., Wattenbarger, W., Field, T.F., and Sink, J.M. *The Vocational Diagnosis and Assessment of Residual Employability Handbook*. University of Georgia, 1977.

PURPOSE: The instrument provides vocational experts and vocational rehabilitation evaluators with information from a client's work history. The information includes worker traits, skills, and attributes. When studied with background information, it helps to provide a reasonable estimate of the client's employability potential. It was originally designed for use with handicapped populations, but it can be used for nonhandicapped populations as well.

DESCRIPTION OF MATERIALS: The VDARE intake form is used to record all information. Other materials are Volumes I and II of the *Dictionary of Occupational Titles* (DOT, 1965 edition).

ADMINISTRATION: There are ten basic steps in administering the VDARE.

1) All vocational, medical, psychological, social, and educational information on the client is recorded on the VDARE intake sheets.

2) Vocational history is analyzed to identify the complete six-digit *DOT* code numbers for all previous jobs. This is done by comparing job descriptions given by the client with job definitions given in the *DOT*. *DOT* job titles, code numbers, and Volume II page numbers for jobs the client has held are entered on the intake form.

3) By using the *DOT* code numbers to enter Supplement I of the the *DOT*, the user identifies the page numbers of the Worker Trait Groups (WTG) associated with the client's previous jobs, the industries where the jobs were located, the physical demands and working conditions of the job, and the specific preparation required to perform the jobs. The information is recorded on the VDARE intake form.

4) The user consults Volume II of the *DOT* to identify general types of work performed in each WTG the client has worked in, and the training needed for and ways of entry into the jobs held by the client. This is recorded on the intake form. The WTGs are entered as coded numbers found in the qualifications profiles of the *DOT*. When the user is provided with more than one coded number, the most conservative number is chosen.

5) After traits and demands for each of the client's jobs have been entered, the information is reviewed to see which of the jobs the client has held the longest. It indicates that the client was at least minimally competent and satisfied with his/her job. This is defined as the amount of time on a job required to meet the Specific Vocational Preparation (SVP) requirement listed in *DOT* Supplement I. The user can then determine the degree of confidence, if any, that can be placed in information on jobs in which the client did not work at long enough to satisfy the SVP requirement.

6) The user takes the intake form to derive an "Unadjusted Vocational Profile" (UVP) based on maximum worker traits and skills demonstrated. This process is called the Principle of Maximum Least Demonstrated (MLD) Worker Traits and Skills. It is a vocational diagnosis of all significant vocational assets demonstrated by the client before referral.

7) For handicapped clients, the UVP must now be adjusted in accordance with limitations from medical, psychological, social, educational, and vocational data. The user then adjusts the UVP and develops the Residual Employability Profile (REP). This represents a composite picture of the client, synthesized through a well-planned, structural process, and provides useful information for planning the professional services needed to reach the placement goal.

8) After completing the REP, the user compares it to the specific job profiles in the client's work history. This identifies jobs to which he might return. If there are none, the user proceeds to step nine.

9) A search is now made of the information found in Volume II and Supplement II of the *DOT* for jobs that fall with the same WTGs which contain the specific jobs in the client's work history. The user identifies appropriate jobs in the following order: in the same occupational group, in the same occupational division, in the same occupational category, and in different occupational categories. If the process is unsuccessful, the user proceeds to step ten.

10) The user identifies related WTGs through Volume II of the *DOT*. The search for appropriate jobs in this step is the same as above. If none is found, the client is considered too disabled to work presently. The user can then begin providing the client with appropriate services.

After the ten-step process is completed, the VDARE report is written. The user reports the vocational diagnosis, vocational prognosis, the recommendations that would help the client reach his/her goals. Objective comments on eventual placement objectives must be included. The report is divided into three sections:

Background: includes a narrative of the client's medical, psychological, educational, social, and vocational history.

Vocational Profile: describes the client's Residual Employability Profile in a similar way to the Occupational Profile found in the *DOT*. This includes a numerically coded profile, a description of the demonstrated worker traits and skills of the client, and adjustments made in the profile along with documentation in support of the adjustments.

Summary and Impressions: includes recommendations for vocational objectives and adjustments which would help the client reach his goals.

COSTS: Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The VDARE provides vocational experts with a structured procedure to get maximum use of the client's background. It translates the impact of medical, psychological, social, educational, and vocational handicapping conditions into standardized vocational terms. Thus, it permits vocational diagnosis, vocational prognosis, and a useful set of recommendations. A highly select list of possible vocational objectives is also included.

For nonhandicaped workers, the VDARE can report the client's vocational development. It can be used by vocational guidance and counseling professionals in high schools, colleges, technical schools, private and public vocational programs, offender rehabilitation programs and industries.

* * *

REFERENCE: Parnicky, J.J., Kahn, H., and Burdett, A.D. *Vocational Interest and Sophistication Assessment*. Columbus, Ohio: Ohio State University, 1970.

PURPOSE: VISA is a pictorial inventory designed to measure selected vocational interests and knowledge in mildly retarded adolescents and adults.

DESCRIPTION OF MATERIALS: The male and female forms contain 85 and 60 pictures, respectively. The male form has seven sophistication pictures to measure knowledge about jobs, three explanatory pictures to identify worker-supervisor roles, and 75 interest pictures. The female form has four sophistication, three explanatory, and 53 interest pictures. In addition to the test booklet, separate answer and inquiry sheets are included.

ADMINISTRATION: VISA must be administered individually. Instructions are pre-

sented verbally, and the subject responds verbally to each item. Administration requires 20 to 40 minutes depending on the client's cooperation and response patterns. VISA yields seven scores for males in the following occupational areas: Garage, Laundry, Food Services, Maintenance, Farm and Grounds, Material Handling, and Industry. Only four scores are available for women: Business and Clerical, Housekeeping, Food Service, and Laundry and Serving. Sophistication level scales are obtained for both sexes. The explanatory pictures serve as a link to the next task of interest measurement only; therefore, they are not scorable. Profile sheets have been devised for presenting results and interpretation. A detailed description of scoring procedures is included in the manual.

COSTS:

Specimen Set	\$7.00
Manual	\$2.00
Male Picture Book	\$3.00
Female Picture Book	\$2.00
50 Sophistication Inquiry Forms	\$3.00
25 Male Response Forms	\$1.00
25 Female Response Forms	\$1.00
25 Male Profile Forms	\$1.50
25 Female Profile Forms	\$1.50

PSYCHOMETRICS: Test-retest reliabilities of VISA over an interval of twelve to eighteen months ranged from .46 to .97 (Material Handling and Garage) for 1,021 males and from .94 to .99 (Business-Clerical to Laundry) for 973 females.

Validity data was not presented. Construct validity has been inferred from factor analysis, which suggested similar factors. VISA interest scores have been found to compare closely with client's verbal responses and supervisor's impressions of client's major job interests. Predictive validity and the relationship of the instrument to job satisfaction over a period of time have not been explored.

SUGGESTED USES: VISA, like the *Geist Picture Interest Inventory*, is a good instrument for rehabilitation and guidance counselors working with higher level retardates and other rehabilitation clients. The counselor is cautioned to interpret the results only in terms of the client's needs, previous growth, and experiences.

* * *

REFERENCE: *Vocational Opinion Index*. Associates for Research in Behavior, Inc., 1973.

PURPOSE: VOI is a short paper-and-pencil instrument measuring an individual's Job Readiness Posture (JRP). JRP is a term used to define an individual's attitudes, perceptions, and motivations and their effects on his ability to obtain and maintain a job.

DESCRIPTION OF MATERIALS: VOI consists of 58 items. Anyone who can read English or Spanish at the fifth-grade level should be able to respond meaningfully to all questions. Two forms of VOI are available in both English and Spanish. There are

also forms which can be used for follow-up once the person has left a training program.

ADMINISTRATION: VOI can be answered in twenty minutes; it can be administered either in group settings or individually. Completed VOIs mailed to the publisher will be scored and a diagnosis returned. Each respondent's answers are added to the data base so that the diagnoses provided are constantly using the most up-to-date data available. For those who do not want to use this system, a hand-scoring manual is also available.

COSTS:

VOIs administered by user and computer scored:

Initial computer setup (one-time cost)	\$10.00
In-program VOIs	\$ 1.25/VOI
Manual for administration	No Cost

VOIs administered by user and hand-scored by user:

1-100 VOIs	.45/VOI
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Manual for administration and manual for hand scoring of the VOI	\$ 5.00
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Copy of Transition to Work III: Development and Implementation of the VOI Transition Systems	\$ 3.50/report
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PSYCHOMETRICS: The results of a national study showed that VOI surpassed all minimum criteria, as established by the American Psychological Association, for reliability and validity of psychometric instruments.

SUGGESTED USES: VOI can be used to determine an individual's JRP. For those individuals who do not have a worker JRP, VOI provides a diagnosis of the reasons contributing to the individual's classification as a potential nonworker. The diagnosis can be used to help an individual develop a work posture.

* * *

REFERENCE: Holland, J.L. *Vocational Preference Inventory*. Consulting Psychologists Press, Inc., 1978.

PURPOSE: The VPI is a personality inventory designed to yield information about a subject's interpersonal relations, interests, values, self-concept, and coping behavior.

DESCRIPTION OF MATERIALS: The VPI is composed of occupational titles. The inventory has eleven scales: Realistic, Intellectual, Social, Conventional, Enterprising, Artistic, Self-Control, Masculinity, Status, Infrequency, and Acquiescence. A person indicates the occupations which he/she likes or dislikes.

The VPI is useful in assessing vocational interests, since the Realistic, Intellectual, Social, Conventional, Enterprising and Artistic Scales incorporate the

main dimensions found in interest inventories. It is also useful in assessing the personality types in a theory of careers (Holland, 1973). The VPI can be used to stimulate occupational exploration among high school and college students.

ADMINISTRATION: The VPI is self-administering. Using a reusable test sheet, the subject simply records his/her preferences for occupations on the special answer sheet.

All scales, except the Acquiescence Scale, are scored by counting the correct responses, using a single-scoring stencil for all scales. The Acquiescence score is obtained by counting the number of "Like" responses among items 1 through 30. Hand scoring a single test takes about 60 seconds.

Most people require 15 to 30 minutes to complete the inventory. Testing times outside this range indicate defensiveness and related emotional problems. People who have difficulty with the directions and require more than the minimal instructions may reflect similar problems of adjustment. In addition, excessive testing time may occur because a person lacks sufficient experience or intellectual capacity to understand occupational titles.

COSTS:

25 Test Booklets	\$2.00
100 Test Booklets	\$7.00
50 Answer Sheets and Profiles	\$4.00
Manual	\$3.50
Score Key	\$1.00
Specimen Set, including Manual, Score Key, Test Booklet, Answer Sheet, and Profile Form	\$4.50

PSYCHOMETRICS: The internal consistency of the VPI indicates that the content of most scales is relatively similar. Exceptions are the Masculinity, Status, and Infrequency Scales, which are composed of relatively heterogeneous occupations.

The test-retest reliability of the VPI is moderate to high. Other data shows similar retest reliabilities for a three-month interval for the interest scales (r 's range from .54 to .80 with a median of .71). The standard error of measurement for the coefficients over brief time intervals ranges from one to five raw score points.

SUGGESTED USES: The inventory can be used with high school students, two- and four-year college students, psychiatric and TB patients, drug addicts, prison inmates, and employed adults. Users report that the VPI supplies a broad range of information regarding a subject's personality.

Persons to be tested should be over fourteen years of age, should be free of brain damage, and should have at least normal intelligence. The VPI should be used and interpreted only in combination with other psychological and sociological information such as age, sex, educational level, field of training, and current occupational status.

REFERENCE: Wechsler, D., and Stone, C.P. *Wechsler Memory Scale*. The Psychological Corporation, 1973.

PURPOSE: The scale was developed as a rapid, simple, and practical memory examination.

DESCRIPTION OF MATERIALS: The scale consists of seven subtests. They sample personal and current information, immediate orientation to time and place, mental control, and immediate recall of logical material. They also test memory span for digits, reproduction of simple geometric figures from memory, and three-trial learning of paired words. The manual indicates such advantages as brevity, standardization on 200 normal adults, allowance for memory variation with age, and comparability of memory quotients with intelligent quotients, making possible the study of memory impairments as compared with deficits in other intellectual functions.

ADMINISTRATION: Each of the subtests takes approximately fifteen minutes to administer.

COSTS:

50 Record Forms	
Form I	\$5.50
Form II	\$5.50
Manual	\$1.10
Specimen Set, including	
Manual, Design Cards, and	
Record Forms	\$1.60

PSYCHOMETRICS: Test-retest reliability based on a sample of 48 subjects was found to be .78. Kuder-Richardson formula 20 estimates range from .67 to .84 for various occupational groups.

SUGGESTED USES: The scale's greatest usefulness is as an indicator of memory efficiency. It can also provide insights as to personality reactions which may aid in the diagnostic process. The scale can be particularly useful in the examination of persons with special defects such as aphasia and organic brain damage.

* * *

REFERENCE: Jastak, J.F., and Jastak, S.R. *The Wide Range Achievement Tests*. Delaware, Guidance Associates, 1965.

PURPOSE: The WRAT assesses one's mastery of the basic school subjects of reading (word recognition and pronunciation), spelling, and arithmetic. It was designed as an adjunct to tests of intelligence and behavior adjustment.

DESCRIPTION OF MATERIALS: The WRAT consists of three subtests of reading, spelling, and arithmetic. Each subtest is divided into two levels. Level one is for children between the ages of 5 years 0 months and 11 years 11 months. Level two is for individuals from 12 years 0 months to adulthood.

The test blank has both levels of the subtests printed on it. The test manual includes the words to be dictated for the spelling test as well as answer keys for the spelling and arithmetic tests.

The grade level equivalents for raw scores for each of the subtests are printed on the test blank. Tables of standard scores and percentiles for grade ratings and age levels are printed in the test manual.

ADMINISTRATION: Different sections of the WRAT have varying administering instructions. Some sections must be given on a one-to-one basis (i.e., reading aloud). Other sections can be administered to small groups of up to five individuals (i.e., prespelling section). Some sections can be administered to large groups (i.e., arithmetic computation).

Due to the nature of the different material tested on the WRAT, some sections are timed on a ten-second basis. Others are timed in terms of minutes. Altogether the WRAT takes 20 to 30 minutes to complete.

COST: Cost information was not available.

PSYCHOMETRICS: The WRAT was administered to schoolchildren and adults in various states. Split-half correlation coefficients were computed for both levels of the WRAT and for the span of age groups. For reading and spelling the correlation coefficients ranged from .92 to .98, and from .85 to .92 for the arithmetic test.

SUGGESTED USES: The WRAT assesses an individual's level of mastery of academic material. It also measures the effectiveness of academic programs, and indicates the presence of learning disabilities. The WRAT can also be used to research levels of academic achievement with occupational groupings.

* * *

REFERENCE: Kahn, C.H., and Hanna, J.B. *Working Makes Sense*. Fearon Publishers, 1973.

PURPOSE: The booklet is the third in the Pacemaker Practical Arithmetic Series designed for slow learners. It follows *Money Makes Sense* and *Using Dollars and Sense*. The booklet uses a student's natural interest in money in the context of spending, earning, and saving to teach basic arithmetic skills.

DESCRIPTION OF MATERIALS: The 112-page booklet contains short vignettes explaining certain aspects of work. Among topics covered are why people work, experiences people have while working, making change, how to shop, and overtime payment. At the end of each vignette, there is a series of related questions testing basic arithmetic skills. Among the skills tested are fractions, percentages, interest, and decimal division. Its design allows the student to build skills slowly and work at his/her own pace. Perforated pages allow the teacher to hand out individual worksheets. Some activities can be done as group or class exercises. The book is written at a reading level of 3.4.

ADMINISTRATION: The booklet can be read alone. However, it is designed to be administered in a classroom. Teaching suggestions are provided.

COSTS:

Workbook (for school use)	\$2.49
	(list price, \$3.32)
Teacher's Guide	Free

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: Because the booklet is written at a 3.4 grade level of reading, there is a wide variety of people who can benefit from it. Among them are young school-children, disadvantaged youths, high school dropouts, and people involved in rehabilitation programs who are "hardcore unemployables." It has two major uses with this type of population. One is to teach basic facts; the second is to teach the basic arithmetical skills needed in the business world.

* * *

REFERENCE: Katz, M.R. *You: Today and Tomorrow*. Cooperative Tests and Services, Educational Testing Service, 1959.

PURPOSE: The guidance program is developed for eighth- or ninth-grade students and focuses on self-appraisal for educational and vocational planning.

DESCRIPTION OF MATERIALS: The student's book is a soft-covered text that can be used in conjunction with the teacher's guide. Topics discussed are: "The Mirror of Tomorrow," how to ask the right questions, abilities, values, interests, occupations, education, and making choices.

ADMINISTRATION: The group-guidance program involves approximately 30 class periods. Most of the text is designed to be read by the students as homework, with class time devoted to discussion and supplementary activities. The book is not recommended for use in classes consisting entirely of very slow or retarded readers.

COSTS:

Pupil's Book	\$2.20
Teacher's Guide	\$2.20
Specimen Set	\$3.30

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: In addition to being used as a group-guidance program, the book can be used as a screening instrument for adults who would require and benefit from more intensive career/vocational counseling.

The book could also be used as the basic program in follow-up studies of vocational attainment.

Strategy Development Assessments

REFERENCE: Oliver, J.E. *Career Guidance Inventory in Trades, Services and Technologies*. Educational Guidance, Inc., 1972.

PURPOSE: The inventory assists in the guidance of persons interested in trade, service, and technological areas. It is appropriate where training programs exist in high schools, trade schools, trade apprentice programs, and in college programs.

DESCRIPTION OF MATERIALS: The inventory consists of 25 scales, in two classifications. Fourteen deal with engineering-related trades and technologies. The others deal with nonengineering services and technologies. A closed-response system with a forced-choice format is utilized. The item presentation is similar to that of paired comparison where the examinees are asked to choose the item preferred from each pair.

The inventory consists of a test booklet and answer sheets.

ADMINISTRATION: The inventory is self-administering. Examinees are asked to decide which of two statements is more interesting. They then record their choices on an answer sheet. Complete scoring and profiling are automatically recorded as examinees mark preferred statements. They need only to remove the perforated strip on the answer sheet.

COSTS: Cost information was not available.

PSYCHOMETRICS: In order to assess reliability, the inventory was administered to 100 students in four junior colleges. Split-half product-moment correlations and Spearman-Brown correlations were computed. The range using the product-moment coefficient was .61 to .87, and the range using the Spearman-Brown was .76 to .93.

While the inventory has content validity, measures of its predictive validity need to be obtained.

SUGGESTED USES: Frequently, individuals claim that they do not have particular vocational interests. This inventory provides a way for persons to become more aware of their interests. It also gives the counselor a point at which to begin working with an individual to determine direction for training.

* * *

REFERENCE: Oliver, J.E. *Educational Interest Inventory*. Educational Guidance, Inc., 1974.

PURPOSE: The EII is designed for use in a career-guidance program. It measures relative interest in career activities associated with the educational goals of baccalaureate and advanced degree students. The EII encourages student participation in the exploration of educational opportunities and career goals. Thus students are directed into the fields of study of their greatest interest and have greater motivation to achieve. They also possess greater maturity for the selection of a specific educational and/or career goal.

DESCRIPTION OF MATERIALS: In constructing the EII, it was assumed the measures would be of greatest value to the counselor and the student if they were representative of the curricula men and women actually study. Therefore, the areas selected for inclusion as scales were the major fields of knowledge underlying the educational objectives of most college students.

A group of 36 statements, describing the career activities of men and women having college majors in each of 22 fields of study, were prepared for initial consideration. The statements within each of the 22 areas were ranked by men and women to determine their relative attractiveness. This ranking was performed by five male and female high school seniors and by five male and female college freshmen. The pair-comparisons method was used. The most attractive statements were retained for use in the inventory.

A closed-response system with a forced-choice format is utilized. Examinees are asked to choose the item preferred from each pair. They have equal opportunity to accept or reject items associated with each scale.

ADMINISTRATION: The directions for administering the EII are presented on each answer sheet. The directions should be read with each individual or group completing the inventory. Care must be used to determine that the method of recording responses is fully understood.

COSTS:

Specimen Set, containing Reusable Booklet, Manual, and 2 Self-Scoring Answer Sheets and Profiles	\$ 3.00
Reusable Educational Interest Inventory Booklet	\$ 1.00
Examiner's Manual for Administrators	\$.50
25 Combined Self-Scoring Answer Sheets and Profiles	\$15.00

PSYCHOMETRICS: Several measures of internal consistency have been obtained. Item biserial coefficients of correlation with their total scores range from .18 to .74, with a median of .52 women. For men, the scores range from .23 to .73 with a median of .48.

More recent evidence of reliability has been reported. The sum of these scores was computed at the time of college admission and again after retesting eighteen months later. The coefficients of correlation between pre- and post-test scores at the four colleges were .80 ($n = 134$), .81 ($n = 81$), .73 ($n = 114$), and .81 ($n = 116$).

SUGGESTED USES: The scores and interpretative information obtained from the inventory can help each student evaluate educational majors and career objectives.

The objectives of the EII are to assist in the identification of the curriculum areas of greatest attraction to students, to encourage their active participation in the exploration of available educational alternatives, and to encourage use of other sources of information.

* * *

REFERENCE: *Employability Plan*. Bremerton, Washington. Peninsula Lodge Company (PEN L CO).

PURPOSE: The plan is used by work evaluators for persons who do not have any work history, or have a disability which interferes greatly with chances for employment.

DESCRIPTION OF MATERIALS: The plan covers such areas as barriers to employment, skills and training a client presently possesses, and a plan of action to overcome employability barriers. Social services required, the client's occupational goal, and projected date of completion are also covered.

The work evaluator uses the plan to realistically assess the client's strengths and weaknesses, the services provided, and the occupational goal that has been decided upon by the counselor and client.

ADMINISTRATION: The work evaluator fills out the form with the client. The process takes approximately five minutes.

COSTS: The plan can be purchased from Ms. Mahala Cramer, Peninsula Lodge Company, 146 North Marion Avenue, Drawer PP, Bremerton, Washington 98310. Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The plan can be especially useful for chronically and mentally ill persons who have difficulty in obtaining employment and in establishing a permanent work history. It allows the client to verbalize what he/she believes are the barriers to employment, and to review these concerns with the evaluator in setting a realistic work goal.

* * *

REFERENCE: Forer, B.R. *Forer Vocational Survey: Men-Women*. Western Psychological Services, 1974.

PURPOSE: An important aspect of counseling emotionally disturbed persons is the bearing social patterns and psychological struggles have upon the individual's ability to work successfully. The survey is a sentence-completion test.

DESCRIPTION OF MATERIALS: The survey is especially designed to study personal-

ity as it relates to vocational matters. Three sectors of occupational activity are covered: reactions to specified situations; causes of feelings and actions; and vocational goals.

The survey consists of a manual, separate test booklets for men and women, and a record form for interpretation and scoring purposes.

ADMINISTRATION: The survey is self-administering. The counselor/psychologist asks the examinee to record answers directly in the test booklet. The survey has no time limit. However, examinees are encouraged to work rapidly.

The record form is used by the administrator to classify the examinee's interpretations of sentence completions. The interpretation of items dealing with common problems are brought together to evaluate the problem and to compare responses.

COSTS:

Booklets:

25 Test Booklets, Male	\$ 6.50
25 Test Booklets, Female	\$ 6.50
25 Record Forms	\$ 6.50
Manual	\$ 2.50

Kit:

10 Test Booklets, Male	
10 Test Booklets, Female	
20 Record Forms	
Manual	\$11.50

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: Data obtained from the survey provide information that can be integrated into personal aspects of a person attempting to adapt to a work situation. It can be especially useful for clients who have difficulty in expressing themselves, or where verbal comments are not always good predictors of behavior.

* * *

REFERENCE: Bennett, G.K., and Doppelt, J.E. *Fundamental Achievement Series*. The Psychological Corporation, 1968.

PURPOSE: FAS is intended for use with disadvantaged individuals for employment or training programs. FAS tests for verbal and numerical ability.

DESCRIPTION OF MATERIALS: FAS includes a Verbal Test and a Numerical Test, each of which can be administered with a tape recording. FAS measures currently useful skills. The tests cover a range of verbal and numerical abilities from basic to eighth-grade ability levels. These tests are best used in the employment of adults and adolescents who have not had the usual exposure to formal education. In some cases the scores may assist in the proper job placement of such individuals. In other cases, where supplementary education is to be provided, the scores should help in defining the kind and level of education. Three scores are obtained from the administration of the FAS: Verbal (V), Numerical (N), and Verbal and Numerical (V + N).

The Verbal Test measures the ability to: read signs and restaurant menus; find names on an apartment house list and numbers in a telephone book; recognize the correct spelling and meaning of commonly used words; and understand orally presented information. The ability to write legibly is tested in three items which call for the copying of simple sentences.

The Numerical Test measures the ability to: tell time and recognize numbers; understand calendars; and solve problems that range from simple arithmetic to the computation of interest.

ADMINISTRATION: The questions and directions for the Verbal and Numerical Tests are recorded on tape, and the timing is controlled by the tape. The examinee marks his/her answers in a booklet. Either test can be given alone, or both can be administered during one session. The administration time for each test is about 30 minutes.

COSTS:

Complete Set, including Verbal and Numerical Tape, Manual, 25 each of the Numerical and Verbal Test Booklets and Score Keys	\$24.10 (in cassette form, \$25.20)
Manual	\$.60
Specimen Set, including all the above	\$ 1.35
Verbal Reel-to-Reel Tape, purchased separately	\$ 8.95
Numerical Reel-to-Reel Tape, purchased separately	\$ 8.40

PSYCHOMETRICS: Reliability coefficients for each norm group are presented, but they are based on subsamples of only 50 cases. Reliabilities are highest for sixth grades (.92 to .90 for V and N, respectively). The lowest is .75 for the Verbal Test for white twelfth graders. The standard error of measurement is consistently smaller for white than for black students. Test-retest reliabilities reported are based on very small Ns and are generally .90 or higher.

SUGGESTED USES: FAS measures basic skills and is particularly useful for disadvantaged groups, since many of the items are based on experiences familiar to them. Personnel departments can test the basic verbal and numerical abilities of its applicants and employees. Government and social agencies, business and industrial firms, and educators can use FAS in both training and employment.

* * *

REFERENCE: *Goal Attainment Scaling*. Chicago, Illinois: Jewish Vocational Service, Research Utilization Laboratory, 1976.

PURPOSE: The scale identifies behaviorally defined goals and outcomes for clients. The simple scale ranges from most unfavorable outcome to most anticipated outcome.

DESCRIPTION OF MATERIALS: The scale is characterized by the following: client objectives are devised for or by the individual; there is a system for assigning weights among these objectives; expected outcomes are identified for each objective; there is a follow-up system for these outcomes; and a score can be obtained which summarizes outcome across all objectives. A positive feature of the scale is that goals are established for the individual client. He/she is compared only with him/herself in terms of degree of success.

Each problem or goal area is identified by counselor and client and weighted as to its importance in the overall counseling process. The weighting system allows the counselor and/or client to arbitrarily assign a level of importance to each area. One- or two-digit numbers may be used; the higher the number the more important the goal. If no weights are assigned, it is assumed that all problem areas identified are of equal importance. After the identification and weighting of each problem area, objective behavioral descriptions of outcome on five levels are scaled. The descriptions range from the most unfavorable outcome likely (assigned a minus two) to the most favorable outcome likely (assigned a plus two). An expected outcome of treatment for each problem is also stated (assigned a score of zero) and is at the middle of the scale.

ADMINISTRATION: The staff at a rehabilitation agency and the client are involved in the scaling process.

COSTS: The scale can be obtained from Jewish Vocational Service, 1 South Franklin Street, Chicago, Illinois 60606. Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available, but information regarding reliability and construct validity can be obtained from Program Evaluation Resource Center, 501 Park Avenue South, Minneapolis, Minnesota 55415.

SUGGESTED USES: The scale is a tool that measures progress. It is a way of arranging and expressing treatment or service goals so that the results can be clearly seen and measured. Almost any goal can be fitted into the format, and the results can be given a numerical value. Scales can be devised by the counselor, the counselor and client working together, the client alone, an intake worker, a floor supervisor, or any group or individual that seems appropriate.

* * *

REFERENCE: Likert, R., and Quasha, W.H. *Revised Minnesota Paper Form Board Test*. The Psychological Corporation, 1970.

PURPOSE: The test predicts a person's geometric and mechanical drawing ability. It also measures one's success in mechanical occupations and in engineering courses.

DESCRIPTION OF MATERIALS: Since it was decided that a machine-scorable edition of the test was necessary, the publishers prepared a special edition of the test for use with IBM answer sheets. These forms are called Series MA and Series MB. Series MA and AA have identical item content, as do Series MB and BB. The only differences are that for Series MA and MB the test booklets are reusable, and the score is obtained without a correction for guessing. The IBM answer sheets can be either hand or

machine scored with the same stencil. Thus, all four forms can be hand scored, but only MA and MB can be machine scored.

The test consists of 64 two-dimensional diagrams cut into separate parts. For each diagram there are five figures with lines indicating the different shapes out of which they are made. From these, the subject chooses the one figure which is composed of the exact parts that are shown in the original diagram.

ADMINISTRATION: The test has a twenty-minute time limit. Instructions for administering both the hand- and machine-scored series are given in a format which can be easily read by the examiner in the test situation. Detailed scoring directions are also given separately for the two series.

COSTS:

25 Test Booklets, Key, and Manual (AA or BB Form)	\$4.50
25 Test Booklets for use with separate Answer Sheets (MA or MB Form), and Manual	\$5.40
Pkg. of 50 Answer Sheets	\$2.85
Key for MA Form	\$1.10
Key for MB Form	\$1.10

PSYCHOMETRICS: Numerous validity studies have been made, and the test has been determined to be sufficiently valid to warrant its use for selecting employees in mechanical type jobs. The test has also been found to be predictive of academic success in courses such as art, aviation mechanics, dentistry, drafting, engineering, and geometry.

Reliability data is briefly discussed. For Series AA and BB, reliability was found to be .85 for one form and .92 for both. No reliability studies have been published for Series MA and MB. The manual states that "there is no reason to believe that it is any lower than for Series AA and BB."

The manual gives a large number of intercorrelations with other tests. In general, the studies show that the test is correlated only moderately with intelligence tests and with other mechanical aptitude tests. Several studies show that sex differences are small; however, males excel females in score.

SUGGESTED USES: The test measures those aspects of mechanical ability requiring the capacity to visualize and manipulate objects in space. It can also be used to make effective predictions in many academic and industrial fields, particularly those with a mechanical orientation. The test can be a valuable tool for use in educational and vocational guidance and in employee selection.

* * *

REFERENCE: Bitter, J.A., and Bolanovich, D.J. *Work Adjustment Rating Form*. Princeton, New Jersey: Educational Testing Service, 1969.

PURPOSE: The WARF assesses the job readiness of individuals involved in vocational rehabilitation programs.

DESCRIPTION OF MATERIALS: The WARF is a rating scale containing eight sub-

scales, each having five items. The subscales include: Amount of Supervision Required, Realism of Job Goals, Teamwork, Acceptance of Rules/Authority, Work Tolerance, Perseverance in Work, Extent Trainee Seeks Assistance, and Importance Attached to Job Training. Each of the subscales is represented by items describing five different levels of performance from low to high.

ADMINISTRATION: The WARF can be completed in three to seven minutes depending on the rater. The WARF is a rating scale consisting of 40 items relating to observable work behaviors. The subject is asked to answer each item either yes or no.

Scoring with a key template takes approximately five minutes. The range of total scores on the WARF is zero to 40. A profile of trainee strengths and weaknesses can be obtained by inspection of WARF subscale scores.

COSTS: Microfiche copies of the *Work Adjustment Rating Form* can be obtained from ETS Test Collection, Educational Testing Service, Princeton, New Jersey 08540. Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The WARF materials provide educators and psychologists with creative ideas for the development of their own job readiness scales or with measures of attributes for which no published tests are available.

Strategy Implementation Assessments

REFERENCE: *Job Readiness Scale*. Madison, Wisconsin: Madison Opportunity Center.

PURPOSE: The scale assesses a client's job readiness.

DESCRIPTION OF MATERIALS: The system uses the following levels of job readiness: Placement, Pre-Placement, Work Adjustment, Work Activities and ADL Skills.

Ratings on the scale correspond to level of placement. The scale measures the client's attendance, punctuality, relationship with supervisors, relationship with co-workers, appearance, and independent functional abilities.

Each staff member at the Madison Opportunity Center is assigned to a unit that works with clients within a specific level. At the end of a three-month period, and after reviewing the client's case at the unit meeting (State Vocational Rehabilitation clients are reviewed every twenty days), the counselor/case manager completes the scale for his/her clients. If the unit decides to move the client into a higher or lower level, the counselor responsible for that level would also be present at the meeting.

The client signs the review and the rehabilitation plan which is part of the scale. His signature indicates that he has discussed it with the counselor. The scale is also signed by the client's counselor and the level coordinator.

ADMINISTRATION: The scale is filled out by the counselor/case manager and reviewed with the client and level coordinator. The form takes approximately fifteen minutes to fill out. However, this may vary according to the needs and functioning level of a particular client.

COSTS: The *Job Readiness Scale* can be obtained from The Madison Opportunity Center, 2841 Index Road, Madison, Wisconsin 53713. Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The scale can be used to develop an objective rehabilitation plan for a client. Internally, the scale can be used to keep members of the staff up-to-date on a client's progress and current program objectives. Externally, it can be sent to a client's funding sources (e.g., Department of Vocational Rehabilitation, Department of Mental Hygiene) to report on the client's progress, development, and general work readiness.

* * *

REFERENCE: *Job Readiness Test*. Lima, Ohio: Bureau of Vocational Rehabilitation.

PURPOSE: The test determines whether the client is ready to seek employment, and the areas in which the client needs to improve.

DESCRIPTION OF MATERIALS: The test asks the client to respond yes or no to job readiness statements concerned with such things as the employment application and the job interview.

ADMINISTRATION: The test takes a client with a sixth-grade reading level approximately ten to fifteen minutes to complete.

COSTS: The test can be obtained from Dennis J. Patthoff, Bureau of Vocational Rehabilitation, Rehabilitation Services Commission, 924 North Cable Road, Lima, Ohio 45805. Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The test can be used by job placement counselors or rehabilitation counselors to assess the client's progress toward attaining the goal of employment. Due to the intentional ambiguity and redundancy of some of the items, it is not recommended for clients with severe emotional problems or who suffer from an identity crisis. The test is also not recommended for high-level functioning individuals.

* * *

REFERENCE: *Job Site Evaluation*. Minnetonka, Minnesota: Opportunity Workshop.

PURPOSE: The evaluation enables employers and placement counselors to evaluate a client's work potential during on-the-job training or extended work evaluation.

DESCRIPTION OF MATERIALS: The evaluation asks an employer to rate the client's work habits and personal characteristics (excellent, good, average, fair, poor) as compared to other employees. For example, the form rates whether the client listens to directions, accepts responsibility for work assigned, works unsupervised, starts work on time, adjusts to variations in work, etc. The employer is then asked whether he/she would hire the person.

The evaluation serves two purposes:

1) When placing clients in an on-the-job training program for a two-week period, the employer is asked to fill out the form at the end of the period to indicate how the client performed during on-the-job training (OJT). Opportunity Workshop establishes an agreement with the employer before initiating the OJT. If the client successfully completes the OJT as indicated on the evaluation, then the employer agrees to put the client on the payroll.

2) When placing clients in a four-week evaluation, the placement counselor after one week obtains a verbal evaluation from the employer regarding the client's progress, problems, etc. After the four-week evaluation, the employer is asked to fill out the evaluation. If the rating is good, then the placement counselor

places the client in permanent employment. If it indicates that the client is not ready for employment, then the placement counselor uses the evaluation to point out the areas in which the client needs to improve.

Opportunity Workshop uses some companies strictly for the four-week evaluation, although the companies often cannot provide employment for that client. (There are other companies that provide the four-week evaluation and then place the client at the end of the evaluation period.)

ADMINISTRATION: The evaluation is filled out by the employer supervising the client during the evaluation period. The checklist section takes approximately fifteen minutes to fill out. However, the second page asks for the employer's comments regarding the decision to hire or not to hire the client and would take longer to fill out.

COSTS: *The Job Site Evaluation* form can be obtained from John Hamilton, Director of Job Placement, Opportunity Workshop, Inc., 5500 Opportunity Court, Minnetonka, Minnesota 55343. Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The evaluation can be especially useful for all persons directly involved in placing a client in competitive employment. It provides a thorough list of the client's work habits and skills. Thus, it allows the client and practitioners to focus on the client's abilities in providing the best possible job placement.

* * *

REFERENCE: *Projects with Industry Screening Form*. New York: ICD Rehabilitation and Research Center, 1978.

PURPOSE: The form assesses a client's readiness for employment and helps the client define employment goals.

DESCRIPTION OF MATERIALS: The form is available for all college graduates and technically trained clients who are referred to the Projects with Industry Program at ICD. It requests information from the client on such areas as education and/or training, work history, job-search information (i.e., interviews obtained in the last six months, problems encountered in the job hunt), questions concerning one's disability, etc.

ADMINISTRATION: The form is filled out by either the counselor or the placement specialist. Administration time is approximately thirty minutes.

COSTS: The form can be obtained from Projects with Industry, ICD Rehabilitation and Research Center, 340 East 24th Street, New York, New York 10010. Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The form can be used by the rehabilitation counselor/placement specialist to determine a client's motivation for employment. It can also be used to initiate discussion between counselor and client regarding the client's needs, concerns, and adjustment to a disability.

* * *

REFERENCE: *Readiness Planning Checklist I and II*. Albertson, New York: Human Resources Center, Modular Placement Training Program, Job Readiness Module 2, 1977.

PURPOSE: The checklists provide the rehabilitation professional with a systematic case management tool for monitoring a client's job readiness.

DESCRIPTION OF MATERIALS: Checklist I is divided into four sections or steps. Each relates to specific stages in the client's rehabilitation program. *Step 1* relates to the general assessment made at the time of intake and application of services. *Step 2* cites readiness factors that can be assessed during the client's evaluations. After the evaluations, "acceptable," "unacceptable," or "not applicable" is determined. *Step 3* relates to the planning and implementation of the client's readiness plan. Columns marked "Service Needed" and "Source" plan the client's services. Columns marked "Start" and "End" monitor the client's progress through these services. *Step 4* assesses the client's readiness following completion of services provided. The job goal is entered at the top of the column and then each criterion is reassessed as "acceptable," "unacceptable," or "not applicable."

Checklist II can be used in the later stages of the rehabilitation process toward actual placement in a specific job. In the first column, criteria relating to self-placement are listed under headings of "Self-Placement Skills" and "Environmental Factors." As in Checklist I, the client's readiness in each criteria is assessed by marking "acceptable," or "unacceptable." The second column is for the planning and implementation of all services that will move the client closer to readiness. As in Checklist I, the columns "Service Needed" and "Source" plan the "Individualized Placement Strategy" for each client. Columns marked "Start" and "End" monitor the client's progress through these services. The last two columns are reserved for listings of all individual client and rehabilitation professional responsibilities for tasks mutually agreed upon as needed for facilitating job placement.

ADMINISTRATION: The vocational assessments are made by the rehabilitation professional at different points in time. The length of time required for filling out the checklists depends upon the extent and type of data the counselor has already gathered on the client.

The checklists are a mutually written agreement between the rehabilitation professional and the client. In this way, the client shares in the placement process with the rehabilitation professional's guidance.

COSTS: The checklists can be obtained from David Vandergoot, Human Resources Center, Albertson, New York 11507. Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The systematic approach provided by the checklists can lead to more efficient use of the services available to clients as they advance toward placement. It can help the rehabilitation professional develop more consistent and thorough assessments. It can help clients to better understand their own needs and how long a particular service will take. The checklists also facilitate a more even distribution of a counselor's caseload and allows staff to transfer cases more easily.

REFERENCE: Bennett, G.K., and Gelink, M. *Short Employment Tests*. The Psychological Corporation, 1972.

PURPOSE: The tests effectively predict satisfactory performance in office work.

DESCRIPTION OF MATERIALS: This is an integrated battery of three tests. Each is reliable enough to use alone. However, when the objective is to place applicants in jobs for which they are best suited, all three are recommended.

The *Verbal* (V) Test is a word knowledge or vocabulary test. It indicates general mental ability or intelligence. The test items have been selected to provide a wide range of scores among clerical applicants, in order to permit the setting or adjustment of cutoff scores for varying labor markets.

The *Numerical* (N) Test consists of simple computations involving addition, subtraction, multiplication, and division. The problems are relatively easy, so that speed, as well as computational ability, is reflected in the score.

The *Clerical Aptitude* (CA) Test requires the applicant to locate and verify a name in an alphabetical list and to read and classify the dollar amount entered opposite the name. The task is simple; speed and accuracy count.

ADMINISTRATION: The working time for each test is five minutes. The entire series should not consume more than twenty minutes.

The tests are easily scored by the strip keys provided. The answers on each key are spaced so as to coincide with the answer columns in the test booklet.

The score for each test is the number of items answered correctly. If the number of errors is of interest, this count can be made at the same time. Omitted items are not counted in either score. The total score is the sum of the raw scores for Verbal, Numerical, and Clerical Aptitude.

COSTS:

25 Tests (V, N, or CA), Manual, and	
Booklet Key	\$4.00
Specimen Set	\$1.35

PSYCHOMETRICS: Reliabilities seem satisfactory for successive administration of alternate forms. Reliabilities range from .83 to .91 for V and N, and from .77 to .85 for CA.

The validity coefficients are highest for the Clerical Aptitude Test. The table shows that 20 of the 77 coefficients are significant at the .05 level or better. These range from .12 to .56, with a median value of .28.

The proportion of significant coefficients for the Numerical Test is 21 out of 83, about the same as for the Clerical Aptitude Test. The range of the 21 coefficients is from .41 to .47, with a median of .26.

The Verbal Test has the lowest proportion of significant coefficient is 16 out of 68. The range of the significant values is .28 to .46, and the median coefficient is .26.

SUGGESTED USES: The tests can be used to measure an individual's skill and competence. The Verbal Test measures the examinee's knowledge of the meaning of words. The Numerical Test measures the examinee's speed and accuracy in performing simple arithmetic operations used in a variety of clerical tasks. The Clerical Aptitude Test requires the examinee to locate names in an alphabetical list, a task often re-

quired of clerical workers. Therefore, all three tests are directed at a level of difficulty suitable for clerical applicants.

* * *

REFERENCE: *Special Project Evaluation Criteria*. Carson City, Nevada: Department of Human Resources, Rehabilitation Division.

PURPOSE: The Criteria form is used to plan and evaluate special projects for persons with disabilities.

DESCRIPTION OF MATERIALS: The form used lists evaluation criteria used for special projects. For example, stated goals and objectives of the project, in-house evaluation criteria, project costs, target population served, and the method of determining client success. If there are indications of the project's progress that are not covered in the evaluation criteria, the project coordinator is asked to provide them at the end. The project coordinator is asked to fill out only the applicable criterion.

ADMINISTRATION: The form can be filled out by the project coordinator, or the information can be computerized.

COSTS: The form can be obtained from Jane Douglas, Coordinator of Evaluation Services, Department of Human Resources, Rehabilitation Division, Administrative Office, Kinkead Building, Fifth Floor, 505 East King Street, State Capitol Complex, Carson City, Nevada 89710. Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The Criteria can be useful for collecting information and data about a particular project. However, it is important to note that there need not be any correlation between the length of the evaluation criteria and the length of the written summary report that is also required.

* * *

REFERENCE: *Vocational Opinion Index Transition System*. Philadelphia, Pa.: Associates for Research in Behavior, 1976.

PURPOSE: The VOITS is a diagnostic and prescriptive system to determine an individual's job readiness posture (JRP). JRP is those attitudes, perceptions, and motivations that affect a person's ability to obtain and maintain a job. It assesses which trainees need supplementary assistance. Use of the VOITS provides guidelines to develop and implement appropriate activities to modify a nonworker JRP.

DESCRIPTION OF MATERIALS: The Vocational Occupational Index (VOI) is a

psychometric instrument designed to assess three psychological dimensions of the JRP. These are attractions of work, obtaining and maintaining a job, and barriers to employment.

This divides a trainee's JRP into one of three types. They are worker, non-worker with predispositional problems and nonworker with attitudinal problems.

The VOI consists of a series of multiple-choice questions. There are two equivalent forms, and directions can be given in either English or Spanish. The first series of questions deals with personal data, including sex, age, race, school and work history, and questions about the trainee's family. The next series involves statements about working or about things that might happen when people work. The trainee checks one point of a five-point scale, ranging from "strongly agree" to "strongly disagree." The final series of statements deal with problems that might make it difficult for a person to get or keep a job. The trainee checks one point of a five-point scale, ranging from "extremely difficult" to "not at all," to indicate how much of an obstacle each statement is to that trainee.

ADMINISTRATION: The VOI can be administered individually or to any sized group. It should not take longer than 40 minutes to administer. Both forms are distributed so that people sitting next to each other have different forms. Instructions are read aloud. If examinees have a question about the intent of an item, the examiner reads the question and paraphrases it but gives no interpretation. The reading level requirement for comprehension of the VOI is a fifth-grade level. When the VOI is collected, the examiner scans the booklet to see that all of the questions have been answered. The VOIs are then hand scored or sent out for computer scoring. Computer scoring will automatically analyze the factors of poor JRP and suggest remediation.

Administration of the VOI is only the first step in the implementation of the VOITS. The VOITS is an individualized approach to overcoming nonworker JRP problems of concern in skills training programs. It takes the areas of concern found in the VOI and attempts to improve them. Implementation of the VOITS starts with a general briefing of the staff. The "facilitative team" consists of experts in skills training, counseling, and job placement. Training of the facilitative team requires three training sessions spread about six weeks apart.

Before the initial training session, VOIs are administered to the agency's trainees. The VOIs are scored; the JRP problem areas for each individual are recorded on areas-of-concern sheets. When the team understands the areas of concern, they can develop plans to teach those JRP skills indicated as needed and develop feedback systems to see if their plans are working.

The second training session lasts two days. The goals of this session are to sharpen the team's skills in using the VOITS and to smooth out any systems problems.

The third session can be requested by the teams. It takes one half-day and focuses on solving specific systems problems. Once the team has been trained, they can usually handle a caseload of about twenty people in an open-entry and open-exit system.

COSTS: VOITS Associates have developed an in-service staff training program for VOITS implementation and use to develop proficiency in the operation of the VOITS. The in-service program includes:

VOITS training	
One year supply of VOIs (up to 1000 VOIs) with computer scoring	
Unlimited technical assistance on VOITS for one year	
Analysis of the impact of the VOITS based on follow-up of 100 clients selected at random	\$4,375.00
VOI administered by user and computer scored by VOITS Associates:	
Initial computer setup (one-time cost)	\$ 10.00
In-program VOIs	\$ 1.25/VOI
Manual for administration	No Cost
VOIs administered by user and hand scored by user:	
1-100 VOIs	\$.45/VOI
101-500 VOIs	\$.425/VOI
Over 500 VOIs	\$.40/VOI
Copy of <i>Transition to Work III: Development and Implementation of the VOI Transition System</i>	\$ 3.50/report
Follow-up VOIs	
VOIs mailed to students by Associates and computer scored (Level II)	\$ 2.75/VOI
Minimum for the first order	\$ 50.00

PSYCHOMETRICS: Four types of validity were established. Face validity was inferred by the fact that less than one percent of the 2000 trainees who were asked to respond to the VOI refused. The factor analytic construction of the VOI meets the requirement for factorial validity. Criterion validity was based on significant correlations between an individual's JRP and behavioral work status after leaving the program.

SUGGESTED USES: In the VOITS there are two levels of use for the VOI. On Level I, it is used as a diagnostic instrument administered to students upon intake into the training program. For those trainees with a nonworker JRP, the VOI gives a diagnosis of the reasons contributing to that person's classification as a potential nonworker. The staff can use the results of the initial VOIs to provide remedial training for potential nonworkers to enable them to develop appropriate JRP.

On Level II, a measure of the effectiveness of JRP remediation can be obtained by a follow-up version of the JRP, at least thirteen weeks after the trainee leaves the program.

* * *

REFERENCE: Randall, F. *Getting a Job* (2nd Ed.). Fearon-Pitman Publishers, Inc., 1978.

PURPOSE: The book-workbook focuses on the different phases of achieving employment. Its audience includes individuals seeking employment and students with special needs.

DESCRIPTION OF MATERIALS: The book discusses a wide variety of possible jobs. It lists prerequisites for obtaining employment (social security number, work permits, etc.) It also tells how to look for a job, prepare for a job interview, and how to fill out necessary forms. How to behave at an interview and on the job is also discussed. The reading level is on a 3 to 3.5 grade level.

A teacher's guide accompanies the book. The guide offers desired objectives, teaching suggestions, and words for study for subunits within the book's chapters. Additional recommended books and films are suggested.

ADMINISTRATION: A preferred format is not provided. It is recommended that the chapters be read in order.

COSTS: Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The book and accompanying teacher's guide can be used by counselors and educator to teach job seeking, job acquisition, and job maintenance skills. Programmed tests could also be developed to formally assess an individual's mastery of the material. Consequent research could assess the obtainment of employment by individuals who master the book's material, and thus more effectively evaluate this program. Such tests could also indicate to counselors those areas in which individuals require further information and counseling.

PRODUCTIVITY REALIZATION

Factors Affecting the Job Search

REFERENCE: *General Clerical Test*. The Psychological Corporation, 1972.

PURPOSE: The test measures aptitudes important to clerical work of all kinds.

DESCRIPTION OF MATERIALS: The test consists of a battery of nine tests scored to yield clerical, numerical, and verbal scores. The clerical subscore is based on speed and accuracy in routine clerical tasks. The numerical subscore results from three kinds of numerical tasks generally met in clerical work and essential in some positions. The verbal subscore is a measure of language skills important in some clerical positions and relevant in others.

ADMINISTRATION: The test is self-administering. The examinee records answers directly in the test booklet.

Each part of the test is timed: Clerical — 7 minutes; Numerical — 22½ minutes; Verbal — 16½ minutes. Performance is influenced by speed.

The subscores may be used individually or in combination, to appraise the suitability of an applicant for a given job or to assign an inexperienced person to appropriate work. The nine-part scores are ordinarily not to be considered separately. They are meant to be added together to yield the subscores stated above.

COSTS:

Complete Battery:

25 Tests

Manual

Answer Key

\$9.20 (Pkg. of 100, \$32.55)

PSYCHOMETRICS: Reliability data and interest correlations are reported for a group of 195 seniors in a commercial high school. The reliability data, in the form of retest coefficients, ranges in value from .59 to .88 for the subtest scores and from .82 to .91 for the three-part scores. Intercorrelations between scores are repeated for the same group. These range from .17 to .54 for the subtest scores and from .42 to .49 for the three-part scores.

The validity data takes the form of correlation coefficients and tables which show test and job performances. The criteria are performance ratings, and the correlations are in the .40s and .50s.

SUGGESTED USES: The test can be particularly useful for employment offices in need

of an instrument for selecting or placing clerical personnel, and for counseling clients regarding work in the clerical field.

* * *

REFERENCE: Andrew, D.M., Patterson, D.G., and Longstaff, H.P. *Minnesota Clerical Test*. The Psychological Corporation, 1961.

PURPOSE: The test records speed and accuracy in performing tasks related to clerical work.

DESCRIPTION OF MATERIALS: The test consists of two parts: Number Checking and Name Checking. Each part contains 200 items consisting of 100 identical pairs and 100 dissimilar pairs. The numbers range from three through twelve digits. The names contain from seven through seventeen letters.

ADMINISTRATION: Separate time limits are used for the two parts. The total testing time is fifteen minutes.

The examinee is asked to record answers directly in the test booklet. Cardboard "strip" scoring keys are provided for the test. The score for each part is the number of items correct minus the number wrong, up to the line drawn by the examinee. Items beyond the line are not scored. The correct items are those in which the "sames" have been checked and the "differents" left blank. Incorrect items include "sames" which have not been checked and "differents" which have been checked. The maximum score on each test is 200.

COSTS:

<i>Kit</i>	
25 Test Booklets	
Manual	
Answer Key	\$4.30

PSYCHOMETRICS: Very few studies have been reported in which the test was administered twice to the same people; therefore, reliability data is somewhat lacking.

In studies that have been done, there was a considerable time interval between successive testings. During this interval, changes in ability due to training and experience tended to produce lower coefficients of reliability than would ordinarily be obtained from a test-retest situation with a small intervening period of time.

An earlier edition of the test manual reported a number of studies showing the relationships between test scores and various criteria. The correlation coefficients between test scores and personal history ratings of employed clerical workers were about .65. Unemployed clerical workers were found to score significantly lower than employed clerical workers. For university students, the correlation coefficients between grades in accounting and the test were .47 for Number Checking and .49 for Name Checking.

SUGGESTED USES: The test can be very useful for selecting clerical workers or for guidance in the selection of students for clerical training.

Labor Market Information

REFERENCE: *Job Readiness Program Outline*. Oklahoma City, Oklahoma: Oklahoma Goodwill Industries, Inc.

PURPOSE: The outline teaches clients the skills and knowledge necessary to seek and obtain employment.

DESCRIPTION OF MATERIAL: The outline consists of six parts: Orientation, Application Forms, Interviews, Problem Solving, Life Outside of Work, and Finding a Job. The outline is most effective when utilized with clients first starting a job-readiness program. Eight to ten clients usually participate in the program. (If specialized attention is necessary, the program can be used individually.)

ADMINISTRATION: The maximum time for utilizing all parts of the outline is three months. A counselor is free to use only those parts that are applicable to a client's specific needs.

COSTS: The *Job Readiness Program Outline* can be obtained from Rebecca Logsdon, Oklahoma Goodwill Industries, Inc., 410 Southwest Third, Oklahoma City, Oklahoma 73125. Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The outline can provide the counselor with important feedback regarding the client's employment strengths and weaknesses and can also serve as a counseling tool for discussing the client's job readiness.

Development Of Jobs

REFERENCES: Bogen, F.H., Weiss, D.J., Tinsley, H.E.A., Dawis, R.V., and Lofquist, L.H. *Minnesota Job Description Questionnaire*. University of Minnesota: Vocational Psychology Research, 1968.

PURPOSE: The MJDQ rates the reinforcer (need-satisfier) characteristics of jobs.

DESCRIPTION OF MATERIALS: Raters (e.g., supervisors, employees, job analysts) are asked to rate a specific job. Composite scaling of the MJDQs completed by all raters is called an Occupational Reinforcer Pattern (ORP). An ORP is the pattern of rated reinforcers or need-satisfiers on a given job by a group of raters.

The MJDQ comes in two forms — Form E for employees and Form S for supervisors. Form E includes the short form of the Minnesota Satisfaction Questionnaire.

ADMINISTRATION: Statements about jobs are clustered in groups of five. The respondent is asked to consider each group of five individually and rank the five statements in terms of how well they describe the job, using the numbers 1 to 5. The questionnaire is not a timed instrument.

COSTS: Purchase orders should specify Form S or Form E (Form S will be sent unless specified otherwise). Copies are available at the following prices (minimum order is twenty copies):

20 to 249 copies	\$.20/ea.
250 or more copies	\$.19/ea.

PSYCHOMETRICS: Reliability studies showed that ORPs developed from subgroups of supervisors for an occupation were very similar to those obtained from the total occupational group. The data reflected the high amount of agreement among supervisors for almost all occupations.

Evidence for the validity of the ORPs was obtained from occupational differences and similarities among the 81 ORPs. Significant differences in scale values for all occupations were found on all scales, on a scale-by-scale comparison of mean scale scores.

The studies suggest that supervisor ratings provide reliable and meaningful ORPs.

SUGGESTED USES: The MJDQ helps counselors assist clients in choosing occupations for which work adjustment is likely. It can also be used to obtain an individual's perception of jobs in terms of expected or perceived reinforcer patterns.

* * *

REFERENCE: McCormick, E.J., Mecham, R.C., and Jeanneret, P.R. *Position Analysis Questionnaire*. West Lafayette, Indiana: University Book Store, 1977.

PURPOSE: PAQ is a structured job analysis questionnaire for analyzing positions or jobs of many different types. Thus, it is possible to compute statistically derived job dimension scores, and makes it possible to relate positions or jobs to one another.

DESCRIPTION OF MATERIALS: The PAQ is divided into six divisions. The divisions are further divided into sections composed of a group of related job elements, totaling 194. Each job element describes a general work activity, condition, or job characteristic. The six divisions are: information input (i.e., where and how does a worker obtain information that is used in performing the job), mental processes (i.e., what reasoning, decision-making, planning, and information-processing activities are involved in performing the job), work output (i.e., what physical activities does the worker perform and what tools are used), relationships with other persons (i.e., what relationships with other people are required in performing the job), job context (i.e., in what physical and social context is the work performed), and other job characteristics (i.e., what activities, conditions, or characteristics are relevant to the job other than those previously described).

Each job element is rated according to an appropriate rating scale. There are six different rating scales. Each scale has a number of possible values.

The PAQ consists of a reusable questionnaire, a record form, and a technical manual. A PAQ user's manual and a PAQ job analysis manual are also available.

ADMINISTRATION: The person who analyzes any position or job should be familiar with it and with the PAQ. The analyst should proceed systematically through the PAQ, beginning with general questions relating to each section. Then the analyst should ask specific questions relating to the individual job elements.

The analyst should select the appropriate rating scale value reflected by the job element itself. The analyst should use the open-ended job elements to describe only those elements which fall out of the realm of the other elements.

The results of the analysis are usually recorded in the PAQ record form designed for optical scanning.

COSTS:

Reusable Position Analysis Questionnaire	\$ 1.00
PAQ Record Form (for optical scanning)	\$.15
Technical Manual	\$ 3.00
PAQ User's Manual	\$10.00
PAQ Job Analysis Manual	\$ 5.00
Specimen Set, including PAQ, Technical Manual, and PAQ Record Form	\$ 4.00

PSYCHOMETRICS: At one phase of the PAQ development, independent analyses of the same jobs were made either by two job analysts, one job analyst combined with a supervisor or incumbent, or a supervisor combined with an incumbent. The average correlation was .79.

In a later study, 1,190 pairs of analyses of 325 jobs yielded an average reliability coefficient of .68. After 90 days, 427 pairs of ratings were rerated with an average rate-rerate coefficient of .78.

Job dimension scores for individual positions analyzed with the PAQ can be derived based on attribute profiles of the individual job elements or based on job data. Attribute profiles are based on the ratings of the relevance of each 76 attributes to each of the PAQ job elements. The ratings generally ranged from .85 to .95.

Most of the reliability analyses were based on job dimension scores computed from separate PAQ analyses of the same jobs made by different analysts. Of the 192 coefficients, 157 were .50 or above, the median being .64. Because of a restricted range of job dimension scores for a given sample of jobs, these coefficients might be spuriously low.

In job component validity studies, certain test data for job incumbents is used as criteria, and the PAQ job dimension scores are used as predictors of the test data. Composite or averaged PAQ analyses for 163 jobs were used to predict the mean test scores, one standard deviation below the mean, and the validity coefficients of job incumbents of 450 jobs on the *General Aptitude Battery* (GATB) of the U.S. Employment Services (USES). On six verbal tests of the GATB, the correlation with the mean test scores ranged from .61 to .83. On the three psychomotor tests of the GATB, the scores ranged from .30 to .73. The predictive validity coefficients were poor, ranging from $-.02$ to .39.

SUGGESTED USES: The PAQ can be used in individual counseling to match a person to a job. It can also be used for job evaluation/classification which provides data for understanding the relationship among various jobs.

* * *

REFERENCE: Golter, G., and Golter, M. *VOCOMP*. California: Innovative Software, 1977.

PURPOSE: VOCOMP was developed in response to the expressed need of organizations responsible for the vocational planning and rehabilitation of disabled, chronically unemployed and culturally disadvantaged adults. It also will aid students who cannot pursue higher educational goals.

DESCRIPTION OF MATERIALS: Through VOCOMP, Innovative Software utilizes computer technology and data-base techniques to provide an inexpensive and comprehensive job-matching and vocational-information system. A job-matching procedure based on the U.S. Department of Labor's *Dictionary of Occupational Titles* is combined with a data base which contains extensive and up-to-date vocational information. Local job market trends, training opportunities, and entry-level wage rates are factors within VOCOMP's job-search procedure that insure the selection of present job opportunities. Job matching is based on educational level, skills measured by aptitudes, physical limitations, interests, salary requirement, school setting preference, perceived job-related behavioral characteristics, choice of industry, and any work environment restrictions.

VOCOMP is currently being used in a variety of settings that include rehabilitation facilities, schools, private rehabilitation firms, government agencies, and administrators of workers' compensation programs.

VOCOMP considers job market trends on a local basis. Thus, VOCOMP has the ability to select only those jobs that are available in the local marketplace. Job market trends are determined quarterly from statistics prepared by the State Department of Employment, the Bureau of Labor Statistics, and from Innovative Software's weekly inventories of local newspaper want ads.

ADMINISTRATION: VOCOMP is a computer-assisted vocational rehabilitation counseling technique. Additional information can be obtained from Marjorie Golter, Innovative Software, 19824 Ventura Boulevard #102, Woodland Hills, California 91364.

COSTS: Cost information was not available.

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: Organizations responsible for vocational rehabilitation of disabled workers can achieve the advantages of computerization. VOCOMP can eliminate the costly research required to locate suitable vocations. Thus, it affords adequate time for proper job placement and expedient closure of a rehabilitation case. VOCOMP compares the workers' physical disabilities and personality traits to thousands of jobs, resulting in the selection of suitable vocational options.

CAREER ENHANCEMENT

Client-Oriented Assessments

REFERENCE: Weiss, D.J., Dawis, R.V., England, G.W., and Lofquist, L.H. *Minnesota Satisfaction Questionnaire*. University of Minnesota: Vocational Psychology Research, 1967.

PURPOSE: The MSQ measures an employee's satisfaction with his/her job.

DESCRIPTION OF MATERIAL: Two forms of the MSQ are available.

Long-Form MSQ — measures job satisfaction of twenty five-item scales and a twenty-item general Job Satisfaction Scale. The twenty scales are: Ability Utilization; Achievement; Activity; Advancement; Authority; Company Policies and Practices; Compensation; Co-workers; Creativity; Independence; Moral Values; Recognition; Responsibility; Security; Social Service; Social Status; Supervision — Human Relations; Supervision — Technical; Variety; and Working Conditions.

Short-Form MSQ — based on the twenty items of the long-form MSQ that best represent each of the twenty scales. Factor analysis of the twenty items resulted in two factors — Extrinsic and Intrinsic Satisfaction. A General Satisfaction score is also obtained.

ADMINISTRATION: Both forms of the MSQ are self-administering. Directions for the respondent appear on the first page of the questionnaire. Item-rating instructions are repeated at the top of each page.

There is no time limit for the MSQ. However, the respondent should answer the questions rapidly. Experience with the long-form MSQ indicates that the average employee can complete the questionnaire in fifteen to twenty minutes. The shortest time observed in an employed group was about ten minutes. The slowest individual took about thirty minutes. Administration for the short form varies from about five to ten minutes.

The MSQ can be hand scored using information in the MSQ manual. Vocational Psychology Research will also computer score MSQs.

COSTS:

<i>Long-Form MSQ</i>	
Minimum order	15 copies
15 to 499 copies	\$.20/ea
500 to 999 copies	\$.18/ea
1000 copies or more	\$.16/ea

<i>Short-Form MSQ</i>	
Minimum order	30 copies
30 to 499 copies	\$.10/ea
500 to 999 copies	\$.09/ea
1000 copies or more	\$.08/ea

PSYCHOMETRICS: Regarding internal consistency, Hoyt reliability coefficients were computed for 27 occupational groups for all twenty scales plus General Satisfaction. Of the 567 coefficients, 83 percent were .80 or higher and only 2.5 percent were lower than .70. Stability of the MSQ was determined by retesting students and employed persons at one-week and one-year intervals, respectively. For the one-week period, stability coefficients ranged from .66 for Co-workers to .91 for Working Conditions, with a median of .83. One-year retest correlations were somewhat lower, ranging from .35 for Independence to .71 for Ability Utilization, with a median of .61. Canonical correlation analysis was also performed on the retest data and indicated that both the one-week and one-year coefficients (.97 and .89 respectively) were significantly beyond the .001 level.

With regard to validity, individuals who have high need levels which are reinforced by their job situations report a higher level of satisfaction than a high-need, low-reinforcement group. Not all twenty scales yielded significant differences, however. Both reinforcer and satisfaction levels were measured by similar questionnaires, raising the suspicion of high correlations simply as a function of the method similarity. Other evidence of validity is inferred from the ability of the MSQ to discriminate between occupational groups of varying social status levels and between disabled and nondisabled groups.

SUGGESTED USES: The MSQ represents one of a number of techniques for surveying work satisfaction.

Employer-Oriented Assessments

REFERENCE: *Guidelines Oriented Job Analysis*. Sacramento, California: Biddle and Associates, Inc., 1978.

PURPOSE: GOJA is a system which can be used by employers to develop selection tools in a structured, step-by-step program. These tools include job-related job analyses, selection plans, supplemental application forms, and performance appraisal forms.

DESCRIPTION OF MATERIALS: Much of the project work is performed by incumbents and their supervisors, with personnel analysts and competent clerical assistants coordinating the project and reviewing the products. Because the work is spread out over a year's time, the actual time spent on the GOJA project by any individual at any given time is quite limited. The GOJA project material includes instructions, checklists, tool reviews, and project monitoring.

ADMINISTRATION: GOJA is a well-organized and structured system. One analyst and one secretary can administer a GOJA project in about one year, for a total of 200 job analyses and 200 sets of job-related tools. It is easily administered because it is based on a method for conducting a job analysis. GOJA's job analysis replaces traditional wage and salary job descriptions and addresses Equal Employment Opportunity (EEO) guideline requirements.

The brief GOJA step-by-step job analysis instruction booklet and worksheet booklet can be quickly and easily completed in a few hours by job incumbents. The materials are in a programmed instruction mode so the job analysis is accomplished one step at a time.

COSTS:

No. of Copies	Price Per Instruction Booklet	Price Per Worksheet Booklet
1	\$7.30	\$5.70
2-5	\$6.94	\$5.42
6-25	\$6.57	\$5.13
26-75	\$6.21	\$4.85
76-125	\$5.84	\$4.56
126-175	\$5.48	\$4.28

176-300	\$5.11	\$3.99
301-500	\$4.38	\$3.42
501-1000	\$3.65	\$2.85
1001-5000	\$2.92	\$2.28
5000+	\$2.19	\$1.71

PSYCHOMETRICS: Psychometric information was not available.

SUGGESTED USES: The resultant job analyses identify the major or critical duties performed on various jobs, and the knowledge, skills, physical characteristics, and "other characteristics" (terms and conditions of employment) required to perform the duties. They identify the knowledge that can be acquired and the skills that can be learned in a brief orientation. Through the use of GOJA, job-related selection tools such as application forms and performance appraisal forms can be developed. In short, GOJA step-by-step analysis provides the basis for hiring and retaining qualified employees in a job-related, fair, and compliance-oriented way.

* * *

REFERENCE: Gibson, D.L., Weiss, D.J., Dawis, R.V., and Lofquist, L.H. *Minnesota Satisfactoriness Scales*. University of Minnesota: Vocational Psychology Research, 1970.

PURPOSE: The MSS measures an employee's satisfactoriness on a job.

DESCRIPTION OF MATERIALS: The scales comprise a 28-item rating questionnaire assessing the satisfactoriness of employees. Three alternatives are provided for rating an employee: "better than," "about the same as," or "not as good as" his fellow employees. The last item provides an indication of an individual's standing in his/her work group.

The MSS yield scores on a General Satisfactoriness Scale and on four other scales. The General Satisfactoriness Scale is comprised of all 28 items. The other scales are Performance, Conformance, Dependability, and Personal Adjustment. They are made up of different sets of items from the questionnaire. The Performance Scale concerns the employee's promotability and the quantity and quality of work. The Conformance Scale reflects how well the worker gets along with supervisors and co-workers and observes regulations. The Dependability Scale refers to the frequency of disciplinary problems created by the employee. The Personal Adjustment Scale pertains to the worker's emotional health.

ADMINISTRATION: The MSS are completed by a worker's immediate supervisor. The scales may be filled out by a fellow worker or the employee himself.

The rater need only follow the directions printed on the form. He/she must be familiar with the worker who is being rated, and the workers who are being compared with the rate employee.

There is no time limit. However, most raters complete the MSS in about five minutes.

In case the employee being rated is the only one in his/her job category, the

rater should be instructed to compare the employee with others who have done the job in the past.

The rater should answer all items and choose only one response alternative for each of the 28 items. Each completed form should be checked to be sure that no item has been overlooked.

COSTS:

30 to 499 copies	\$.15/ea
500 or more copies	\$.14/ea

PSYCHOMETRICS: Hoyt reliability coefficients for the five scales on the questionnaire range from .69 to .95, with a median of .87. For each occupational group, the General Satisfactoriness Scale had the highest internal consistency, and the Dependability Scale the lowest. The generally high coefficients reflect the similarity of content within each scale.

There is indication that the scales are a valid measure of satisfactoriness. Among satisfied workers, those who were rated above the median on Performance were more likely to continue on the job over a two-year interval than were those rated below the median. MSS scores were also related to age of employees. Conformance and Dependability scores increased with age. General Satisfactoriness and Performance scores were highest for those between the age extremes of the very young and the old.

SUGGESTED USES: The MSS can be used by an agency or counselor in follow-up studies which evaluate the quality of counseling outcomes. The scales can be used to evaluate the effectiveness of job placement or the success of specific training programs. The scales can also be used as an aid in counseling, for example, in determining a counselee's misconceptions of him/herself as a worker comparing his/her own rating of satisfactoriness with that given by the supervisor.

Glossary of Technical Terms*

Alternate-Form Reliability The closeness of correspondence, or correlation, between results on alternate, i.e., equivalent or parallel forms of a test; thus, a measure of the extent to which the two forms are consistent or reliable in measuring whatever they do measure. The time interval between the two testings must be relatively short so that the examinees themselves are unchanged in the ability being measured.

Arithmetic Mean It is obtained by dividing the sum of a set of scores by their number.

Career Enhancement The phase of the rehabilitation process which emphasizes developing client skills and seeking jobs that provide continuing opportunities for growth and advancement.

Coefficient of Correlation A measure of the degree of relationship or “going-togetherness” between two sets of measures for the same group of individuals. Correlation coefficients range from .00 denoting a complete absence of relation, to +1.00 and to –1.00, indicating perfect positive or perfect negative correspondence, respectively.

Construct Validity The extent to which a test measures some relatively abstract psychological trait; applicable in evaluating the validity of tests that have been constructed on the basis of an analysis of the nature of the trait and its manifestations. Tests of personality, verbal ability, mechanical aptitude, critical thinking, etc., are validated in terms of their construct and the relation of their scores to pertinent external data.

Content Validity For achievement tests, validity is the extent to which the content of the test represents a balanced and adequate sampling of the outcomes (knowledge, skills, etc.) of the course or instructional program. It is best evidenced by a comparison of the test content with courses of study, instructional materials, and statements of educational goals; and often by analysis of the processes required in making correct responses to the items.

Criterion-Related Validity The extent to which scores on the test are in agreement with (concurrent validity) or predict (predictive validity) some given criterion measure. Predictive validity refers to the accuracy with which an aptitude, prognostic, or

*The majority of the terms were obtained from Mehrens, W.A. and Lehmann, I.J. *Measurement and Evaluation in Education and Psychology*. New York: Holt, Rinehart and Winston, Inc., 1973.

readiness test indicates future scores on the test and future criterion measures of such success. In concurrent validity, no significant time interval elapses between administration of the test being validated and of the criterion measure. Such validity might be evidenced by concurrent measures of academic ability and of achievement, by the relation of a new test to one generally accepted as or known to be valid, or by the correlation between scores on a test and criteria measures which are valid but are less objective and more time-consuming to obtain than a test score would be.

Factor Analysis Any of several methods of analyzing the intercorrelations among a set of variables such as test scores. Factor analysis attempts to account for the interrelationships in terms of some underlying "factors," preferably fewer in number than the original variables, and it reveals how much of the variation in each of the original measures arises from, or is associated with, each of the hypothetical factors. Factor analysis has contributed to an understanding of the organization or components of intelligence, aptitudes, and personality; and it has pointed the way to the development of "purer" tests of the several components.

Forced Choice Item Broadly, any multiple-choice item in which the examinee is required to select one or more of the given choices. The term is most often used to denote a special type of multiple-choice item employed in personality tests in which the options are (1) of equal "preference value," i.e., chosen equally often by a typical group, and are (2) such that one of the options discriminates between persons high and low on the factor that his option measures, while the other options measure other factors.

Internal Consistency Degree of relationship among the items of a test; consistency in content sampling.

Inventory A questionnaire or check list, usually in the form of a self-report, designed to elicit nonintellective information about an individual. Not tests in the usual sense, inventories are most often concerned with personality traits, interests, attitudes, problems, motivation, etc.

Kuder-Richardson Formula Formulas for estimating the reliability of a test that are based on inter-item consistency and require only a single administration of the test. The one most used, formula 20, requires information based on the number of items in the test, the standard deviation of the total score, and the proportion of examinees passing each item. The Kuder-Richardson formulas are not appropriate for use with speeded tests.

Median The middle score in a distribution of or set of ranked scores; the point (score) that divides the group into two equal parts; the fiftieth percentile. Half of the scores are below the median and half above it, except when the median itself is one of the obtained scores.

N The symbol commonly used to represent the number of cases in a group.

Norms Statistics that supply a frame of reference by which meaning may be given to obtained test scores. Norms are based upon the actual performance of pupils of various grades or ages in the standardization group for the test. Since they represent average or typical performance, they should not be regarded as

standards or as universally desirable levels of attainment. The most common types of norms are deviation I.Q., percentile rank, grade equivalent, and stanine. Reference groups are usually those of specified age or grade.

Product-Moment Coefficient (r) Also known as the Pearson r.

Productivity Enrichment The phase of the rehabilitation process which establishes direction for the client's career development; decisions are made regarding the types of services to be provided and the types of outcomes desired.

Productivity Realization The phase of the rehabilitation process which consists of the following activities intended to develop a job-search strategy:

1. identifying factors that will affect an individual's job-search motivation;
2. identifying the appropriate sources of labor market information for search activities;
3. accessing the labor market, including locating and developing job openings;
4. accepting appropriate placement from at least one job offer.

Reliability The extent to which a test is consistent in measuring whatever it does measure; dependability, stability, trustworthiness, relative freedom from errors of measurement. Reliability is usually expressed by some form of reliability coefficient or by the standard error of measurement derived from it.

Reliability Coefficient The coefficient of correlation between two forms of a test, between scores on two administrations of the same test, or between halves of a test, properly corrected. The three measure somewhat different aspects of reliability, but all are properly spoken of as reliability coefficients.

Spearman-Brown Formula The formula giving the relationship between the reliability of a test and its length. The formula permits estimation of the reliability of a test lengthened or shortened by any multiple, from the known reliability of a given test. Its most common application is the estimation of reliability of an entire test from the correlation between its two halves.

Split-Half Reliability Coefficient A coefficient of reliability obtained by correlating scores on one-half of a test with scores on the other half, and applying the Spearman-Brown formula to adjust for the doubled length of the total test. Generally, but not necessarily, the two halves consist of the odd-numbered and the even-numbered items. Split-half reliability coefficients are sometimes referred to as measures of the internal consistency of a test; they involve content sampling only, not stability over time. This type of reliability coefficient is inappropriate for tests in which speed is an important component.

Standard Deviation (S.D.) A measure of the variability or dispersion of a distribution of scores. The more the scores cluster around the mean, the smaller the standard deviation. For a normal distribution, approximately two-thirds (68.3 percent) of the scores are within the range from one S.D. below the mean to one S.D. above the mean. Computation of the S.D. is based upon the square of the deviation of each score from the mean. The S.D. is sometimes called "sigma" and is represented by the symbol σ .

Stanine One of the steps in a nine-point scale of standard scores. The stanine (short for standard-nine) scales has values from 1 to 9 with a mean of 5 and a standard deviation of 2. Each stanine (except 1 and 9) is $\frac{1}{2}$ S.D. in width, with the middle

(average) stanine of 5 extending from $\frac{1}{4}$ S.D. below to $\frac{1}{4}$ S.D. above the mean.

Strategy Development The second stage of productivity enrichment which begins with setting goals that indicate which occupation and labor market meet the needs and skill potential of the client.

Strategy Implementation Once strategies have been finalized regarding the activities needed to meet the placement goal, this third productivity enrichment stage begins; it is at this point that the client attempts to enrich and increase productivity.

Test-Retest Reliability Coefficient A type of reliability coefficient obtained by administering the same test a second time, after a short interval, and correlating the two sets of scores. "Same test" was originally understood to mean identical content, i.e., the same form; currently, however, the term "test-retest" is also used to describe the administration of different forms of the same test, in which case this reliability coefficient becomes the same as the alternate-form coefficient. In either case, the following problems may occur: (1) fluctuations over time and in testing situation, and (2) an effect of the first test upon the second. When the time interval between the two testings is considerable, as several months, a test-retest reliability coefficient reflects not only the consistency of measurement provided by the test, but also the stability of the examinee trait being measured.

Validity The extent to which a test does the job for which it is used. This definition is more satisfactory than the traditional "extent to which a test measures what it is supposed to measure," since the validity of a test is always specific to the purposes for which the test is used. The term validity, then, has different connotations for various types of tests and, thus, a different kind of validity evidence is appropriate for each.

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Human Resources Center: An Overview

Human Resources Center is a private nonprofit organization dedicated to providing educational, vocational, social, and recreational opportunities for the severely disabled. The Center's broad spectrum of programs encompasses job training and placement, academic and vocational education, independent living, research, and information dissemination. Founded in 1952 by Dr. Henry Viscardi, Jr., Human Resources Center is composed of three coordinated units: Abilities Inc., Human Resources School, and the Research and Utilization Institute.

Abilities Inc. conducts programs of work evaluation, training, job development, and career placement for the disabled. Its demonstration work center employs disabled adults in fields that include electronics, telephony, banking, data processing, and other clerical and industrial operations.

Human Resources School offers tuition-free education to over 230 severely disabled children. Chartered by the Board of Regents of the State of New York, it provides a full academic curriculum and extracurricular program to previously homebound children from prekindergarten through high school level, as well as a summer camp.

The Research and Utilization Institute conducts research relating to the severely disabled, initiates and develops demonstration projects in rehabilitation and professional training, and disseminates information and program models nationally.

In August of 1977, Human Resources Center announced the establishment of a national Center on Employment of the Handicapped on its Albertson, Long Island, campus. The national Center will help communities across the nation increase and enhance employment opportunities for millions of disabled Americans.

The nucleus of this national Center is the *Industry-Labor Council*, an outgrowth of the White House Conference on Handicapped Individuals. The Industry-Labor Council unites labor, industry and rehabilitation, directing its efforts toward developing employment opportunities for our handicapped population through serving the needs of the employer community.

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